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ABSTRACT

The Warm Springs Career Exploration Project (WSCEP) is an adaptation of experience-based career education (EBCE) for Native Americans residing on the Warm Springs Indian Reservation. The project served as a full-time program for American Indian students aged 16-19 who had dropped out of school, and also served as a part-time career development program for Indian students attending Madras High School. About 50 students were enrolled in the program during the first year. An evaluation of the program was conducted after the first year, using the following assessment instruments: Standard Assessment System, Sequential Test of Educational Progress (STEP), counselor's rating form, work supervisor's rating form, Youthwork battery, student entry questionnaire, staff time log, student end-of-project questionnaire, learning manager interview, student case study interview, EBCE process checklist, parent interview, employer interview, and program completion survey. The evaluation findings showed that the WSCEP students did not demonstrate greater knowledge of occupations available on the reservations, did not show a greater understanding of how to prepare for a career, did not demonstrate greater self-confidence and skill when talking with adults, and did not show greater vocational maturity or greater understanding of job holding skills than a comparison group. Reasons advanced for failure to meet these project objectives centered around students' low level of attendance at the program and staff turnover during the project start-up. Students, parents, and employers felt that the opportunity to explore careers was a major strength of WSCEP and that the program ought to be improved and continued. (KC)

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EVALUATION OF THE WARM SPRINGS CAREER EXPLORATION PROJECT

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PREFACE

This report describes the 1979-80 evaluation findings of the Warm Springs Career Exploration Project (WSCEP). The WSCEP operated with approximately 50 high school aged students on the Warm Springs Indian Reservation. It was intended to provide the youth with career explorations on the reservation and to give them an opportunity to apply basic skills, life skills and career development skills by working on individually negotiated projects using school, project and community resources. This demonstration project was one of about 50 funded by the Department of Labor through Youthwork, Inc. to test innovative approaches for serving low income CETA eligible youth. The evaluation of WSCEP was performed under contract by the Education and Work Program of the Northwest Regional Educational Laboratory (NWREL) in Portland, Oregon.

Section I of this report describes the program, its objectives and activities, the participating students and staff. The evaluation plan and design are discussed in Section II while the evaluation instruments are described in Section III. The findings from this year's evaluation of WSCEP are reported in Section IV and are organized by evaluation instruments used. Section V contains a summary of findings while Section VI contains the conclusions and recommendations. Tabulations of various instruments are presented in the Appendices.

Efforts to evaluate the first year implementation of the WSCEP encountered some problems that caused us to modify our evaluation plans and in some cases resulted in less firm evaluation findings. A turnover of project directors during the first semester created changes in program goals and objectives over the remaining year. The late development and arrival of the Youthwork Inc. evaluation instrument caused changes in the NWREL instrument development plans in order to avoid overlapping of test items and excessive testing time of students. Since only two program students who were enrolled in September were still in the program in May, plans to examine pre- and posttest gains or to use pretest scores as a covariate in analyzing posttest data were dropped. Low and irregular student attendance also caused us to change our plans for systematic student case study interviews and observations on the same student sample on a monthly or quarterly basis.

Despite these obstacles and because of the openness and cooperation of the project staff, the evaluators were able to obtain a wide range of useful information in assessing the startup year of the program. Hopefully, this information can be used by the staff to contribute to a successful year of program operation in 1980-81.

The author wishes to express appreciation to the WSCEP project director and staff for cooperation in establishing and refining the objectives and for assistance in data collection. Appreciation is also given to Sharon Owen who did much of the data processing, to Bill Ray who assisted in

data collection on evaluation site visits and to Marie Calica and Cynthia Stowles who worked as NWREL consultants in interviewing a random sample of parents and participating employers and to our secretary Ann Rolander for typing this report.

SECTION I

DESCRIPTION OF PROGRAM

Introduction

The Warm Springs Career Exploration Project (WSCEP) is an adaptation of Experience-Based Career Education for Native Americans residing on the Warm Springs Indian Reservation. The project was funded in 1979-80 by Youthwork Inc. with funds provided by the Department of Labor. WSCEP was intended to serve as a full-time program for Indian students ages 16-19 who had dropped out of school or were not experiencing success in school and who wished to learn about and prepare for careers on the reservation. The program also serves the career development needs of Indian students attending Madras High School who are enrolled half-time in WSCEP. Program participants have a chance to earn high school credit through the program by working on activities in basic skills, life skills and career development. Participants who are CETA-eligible earn a stipend for work at employer sites on the reservation. Their work at these sites is intended to be linked to their academic learning experiences through WSCEP.

While in WSCEP, students had a chance to explore a variety of careers. Fifty-two career sites were available to choose from. Some of the careers involved were auto mechanics, law, the medical field, forestry technology, motorcycle repair, game warden, carpentry, fish hatchery, graphic arts, fashion design, teaching, computer technology, work with young children and printing at a newspaper office.

Program Objectives

Listed below are the objectives of the project.

- To provide honest and frank information to Indian youth about career options available to them on the reservation
- To heighten Indian youth's awareness of career opportunities on the reservation through "hands-on" explorations with Indian and non-Indian adults in various careers
- To help participating youth experience the application of basic skills
- To encourage involvement of parents, elders and other significant adults in a supportive role in career counseling and decision-making
- To encourage WSCEP youth to complete the program with an increased awareness of their unique skills and abilities
- To give youth opportunities to explore nontraditional careers on the reservation
- To increase WSCEP students' attendance in the program and employer site activities

Student Description

Approximately 40-50 students were enrolled in the program at any one time. Of the 43 enrolled in February 1980, 15 were studying to prepare for their GED, 16 were enrolled at Madras High School half-time, nine were full-time in WSCEP and three were enrolled part-time at the Adult Learning Center on the reservation. Students spent about half of their time exploring careers or working at job sites. Students ranged in age from 16 to 22. Fifty-eight percent of the students were male. Some of the participants were referred to the program by the court or by counselors.

An essential point to help in understanding the evaluation findings regarding student outcomes is that many WSCEP students had an irregular attendance record and some hardly ever showed up. Also, different students entered and left the program throughout the year. The next part of this chapter contains a brief discussion of the attendance pattern.

Student Attendance

Many of the WSCEP students had a low attendance record while in the program. Adequate records were available for January through May 1980. Table 1 displays the distribution of attendance patterns over this five-month period. On the average, students had a 51 percent unexcused absence rate. Absences were recorded by the program secretary daily for each student, both in the morning and afternoon for students in the program all day. The analysis shown in Table 1 considers a morning's absence as a half day for students in the program all day, and as a full day's absence for students scheduled in the program for only half of each day. If a student was marked as late, it was not coded as an absence by the evaluator. In addition to these unexcused absences, there were about five to ten percent of the total possible days where students were excused for sickness, personal or other reasons. In total, students averaged about 40-45 percent attendance.

Because a reliable attendance record was not available for WSCEP students in the first semester and many students had not been in school the prior year, comparison of attending data with that of the previous year was not made. Comparisons were also not made with the comparison group at Madras High School since the school policy calls for suspending students after

ten days of unexcused absence. Another factor invalidating comparisons of attendance data was the ongoing entry and exit of students into and out of WSCEP.

Staffing

The program is staffed by a project director, two learning managers and a program secretary. During the first semester, an intern also worked with the program and helped in recruiting students and participating employers on the reservation.

TABLE 1

SUMMARY OF UNEXCUSED ABSENCE DATA BY MONTH FOR WSCEP STUDENTS

	Unexcused Days Absent				
Month	0	1-5	6-10	More Than 10	Mean
January (19)*	7	7	10	10	6.9
February (20)	6	15	6	13	8.7
March (21)	1	20	13	12	13.0
April (22)	1	16	10	20	9.6
May (11)	7	21	19	7	9.5

*The numbers in parenthesis refer to the maximum days of attendance possible per month. Only the first 11 days of May were included in this analysis.

SECTION II

EVALUATION PLAN AND DESIGN

A comprehensive 19-page plan was prepared by Tom Owens and Bill Ray for use in evaluating the WSCEP. This plan was revised considerably between August 1979 and March 1980 and discussed in detail with each of the three WSCEP project directors. The March final version was sent to and approved by Youthwork Inc. The key elements of the plan were: (1) a statement of purposes, (2) sources of data, (3) project objectives, (4) evaluation and knowledge development questions, (5) responsibilities of the NWREL staff and WSCEP staff regarding evaluation, (6) data analysis plan, (7) an evaluation instrument summary, (8) a summary timeline and (9) a brief sketch of the evaluation staff to work on this evaluation. This plan guided the work of the NWREL evaluation team.

The purposes of this evaluation were to conduct: (1) a formative evaluation of the project useful to the WSCEP staff in understanding and improving the operations of the program, (2) a summative evaluation useful to the project, Youthwork, NWREL and others interested in understanding the effectiveness of the program in accomplishing student and program objectives and (3) knowledge development useful to the staff, Youthwork, NWREL, Department of Labor and policymakers interested in learning what aspects of the program are contributing to what outcomes and in receiving answers to policy questions revelant to, but going beyond, only this one program.

A quasiexperimental evaluation design was used involving pre- and posttesting of WSCEP students and of a comparison group of approximately 15 American Indian students from Madras High School. The comparison group students were selected to match the characteristics of the WSCEP students. Students were matched on the basis of race, sex, age, CETA income eligibility and prior school attendance problems. All students live on the Warm Springs reservation. Students in both groups took the ETS battery, STEP test, Youthwork Inc. battery and NWREL developed instruments. Each of these instruments is described in the following section of this report.

Because of low student attendance and the large turnover of students in the program, modifications had to be made to the evaluation design. Since there were only two students in the program for the full school year, the evaluator decided to test newly admitted WSCEP students at the beginning of the Spring semester and again in May. With an average student attendance rate of about 40 percent, it was often not possible to have enough pre- and posttest data available for WSCEP students to make appropriate pre- post comparisons. As a substitute, comparisons were more often made between WSCEP and comparison group posttest scores and are reported in Section IV.

SECTION III

DESCRIPTION OF THE EVALUATION INSTRUMENTATION

This section contains a brief description of the student and program evaluation instruments used in the 1979-80 evaluation of WSCEP. Some of the evaluation instruments were developed by Educational Testing Service (ETS), others by Youthwork Inc., and the remainder by the NWREL evaluator.

Standard Assessment System (SAS)

This 40-page test battery was developed by ETS and is being used on a pre- and posttest basis with over 100 CETA projects funded by the Department of Labor. This ETS test contains seven subtests: Vocational Attitude Scale, Job Knowledge, Job Holding Skills, Work Relevant Attitude Inventory, Job Seeking Skills, Sex Stereotypes of Adult Occupations and Self Esteem.

STEP

The STEP test was developed by ETS and is used as a general reading comprehension measure. It is intended as only a broad assessment of a person's reading performance and was used on a pre- and posttest basis.

Counselor's Rating Form

This 11-item form developed by ETS is for counselors to assess participating students on personal behavior dimensions. The counselor rates each item on a five-point scale ranging from "1=This describes the enrollee perfectly" to "5=The enrollee is not like this at all."

Work Supervisor's Rating Form

This form developed by ETS is for work supervisors to rate a program participant on ten items such as "knows how to follow instructions properly." This form used the same five-point scale as the Counselor's Rating form.

Youthwork Battery

Youthwork Inc. developed an instrument to be used on a pre-post basis. It contains the following subtests: self-concept, career exploration scale (adapted from one developed by this author), a personal and social responsibility scale, a locus of control scale, a semantic differential which assesses attitudes toward "adults" and toward "being active in your community," and a scale measuring attitude toward government.

Student Entry Questionnaire

This instrument developed by NWREL is used with WSCEP students upon entry into the program. It obtains information about student's previous employment history, educational and occupational goals and reasons for wanting to enter WSCEP. A modified version of this instrument was used at the beginning of the school year with the comparison group.

Staff Time Log

A NWREL-developed staff time log was used in April and May by the two WSCEP learning managers to record the amount of time they spent daily on the following program-related tasks: discussion or meeting with other staff, working with parents or community people, record keeping, preparation or evaluation of student materials, working directly with students and other areas taking more than one hour per week.

Student End-of-Project Questionnaire

This NWREL-developed instrument repeats some of the items from the Student Entry Questionnaire, such as educational and occupational goals. It also covers sex equity, self-concept, oral communication, knowledge of careers on the reservation, cultural attitudes, assessment of the WSCEP and its perceived benefits, and suggestions for program improvement. A modified version of this instrument was prepared for the comparison group students.

Learning Manager Interview

This interview guide was developed and used by a NWREL evaluator to assess the staff member's perceptions of program features, strengths and weaknesses of the program, relevance of the program to Indian students and suggestions for program improvement.

Student Case Study Interview

This interview guide was developed and used by NWREL evaluators to obtain information in February from six case study students. It focused on reasons for joining WSCEP, attitudes of family and friends toward the program, students' activities in the program, career preferences, job placement, basic skills activities and suggested program changes.

EBCE Process Checklist

This checklist is intended as an instrument to identify areas in which WSCEP is consistent with or different from the NWREL EBCE operational model. This process checklist consists of four sections: (1) EBCE objectives, (2) management and organization processes, (3) curriculum and instruction processes and (4) student service processes.

Parent Interview

This 20-minute interview was used by one of two NWREL consultants living on the reservation to assess the perceptions of a sample of 15 parents or guardians of WSCEP participants. It was administered in May and covered their attitudes toward the program, their son or daughter's participation in it and their perception of the strengths and weaknesses of WSCEP.

Employer Interview

In May, a NWREL consultant living on the reservation was employed to interview a sample of 15 employers on the reservation who had had a WSCEP student at their site. The interview focused on how the employers learned about the program, their involvement with it, reactions to their WSCEP student and perceived strengths and weaknesses of the program.

Program Completion Survey

This ETS instrument was used in May to interview WSCEP students who had completed the program. It asked questions about their work experience and attitudes and their relationships with others.

SECTION IV

EVALUATION FINDINGS

The evaluation findings in this section are organized around the findings for each evaluation instrument. In Section V, the evaluation findings will be integrated and summarized.

1. Standard Assessment System

This 40-page evaluation instrument developed by Education Testing Service (ETS) was required by the funder, Youthwork, Inc., to be used with WSCEP and comparison group students on a pre- and posttest basis. Data across Youthwork, Inc. youth projects were forwarded to ETS for coding and analysis by them. Of the seven subtests that make up the ETS instrument, three were judged by the NWREL evaluator as partially relevant for the WSCEP. These subtests were keypunched, scored and analyzed by the evaluator and are reported in Table 2. Since very few WSCEP students were present to take both the pre- and posttest, Table 2 compares only the posttest scores for the WSCEP and comparison group students. No significant differences were found between the two groups on any of these three subtests. Posttest responses of WSCEP and comparison group students to selected sections of the ETS instrument are shown in Appendix A.

2. STEP Reading Test

A second instrument developed by ETS and required to be used in WSCEP is the STEP reading test. Table 3 shows the posttest means and standard deviations for the WSCEP and comparison group students. Results of a t-test indicate no significant differences between groups on this instrument.

TABLE 2

POSTTEST RESULTS FOR WSCEP AND COMPARISON GROUP STUDENTS ON THE EDUCATIONAL TESTING SERVICE STANDARD ASSESSMENT SYSTEM

	WSCEP (N=8)		Comparison Group (N=9)			
	Mean	S.D.	Mean	S.D.	t	p
Vocational Attitude Scale	22.83	4.17	19.71	6.65	1.03	NSD
Job Holding Skills	8.63	1.06	8.44	2.19	.22	NSD
Job Seeking Skills	12.20	1.79	13.67	.58	-1.69	NSD

TABLE 3

STEP POSTTEST REALING SCORES FOR WSCEP AND COMPARISON GROUP STUDENTS

WSCEP (N=9)		Comparison Group (N=9)			
Mean	S.D.	Mean	S.D.	t	p
16.11	3.14	16.00	3.12	.08	NSD

3. Counselor Ratings

Student ratings by the learning managers were completed for 19 WSCEP students. Out of 11 categories rated, students were judged most positively in appropriate grooming and dress and in not displaying resentment and hostility. Students were rated lowest in showing good day-to-day planning. This instrument is shown in Appendix B.

4. Work Supervisor Ratings

Work supervisors rated nine WSCEP students. Out of ten categories rated, students were judged most positively in not making trouble on the job, taking directions from supervisors without resentment and asking questions if problems come up. They were rated lowest in getting to work on time as is shown in Appendix C.

5. Youthwork Test Battery

In addition to the ETS tests required by Youthwork, Inc., they also required the pre- and posttest use of their own test battery. The Youthwork, Inc. Battery contains eight subtests, five of which were keypunched and analyzed by the evaluator. Table 4 shows the posttest results for the WSCEP and comparison group. Of the five subtests analyzed, only one, the Career Exploration Scale, developed by NWREL, showed significant differences (.07) in favor of the WSCEP students. A tabulation of responses to the Youthwork instrument appears as Appendix D.

TABLE 4

POSTTEST RESULTS FOR FIVE SCALES FROM THE YOUTHWORK TEST BATTERY

	WSCEP (N=8)		Comparison Group (N=8)			
	Mean	S.D.	Mean	S.D.	t	p[1]
Career Exploration Scale	45.13	13.75	33.50	8.50	2.06	.07
Responsibility Scale	56.87	6.50	55.13	9.40	.28	NSD
Self-Confidence	32.00	3.43	30.63	3.93	.76	NSD
Attitude Toward Adults	74.80	9.45	65.13	13.33	1.53	NSD
Community Involvement	57.63	8.78	54.00	6.17	.73	NSD

[1]The findings from a t-test comparing WSCEP and comparison group students indicate that the WSCEP students scored significantly higher than the comparison group only on the Career Exploration Scale.

6. Student Entry Questionnaire

Data from this instrument were based on the responses of 14 full-time and five part-time WSCEP students who completed the Student Entry Questionnaire in October. The two groups are significantly different in that four of the five part-time students are females while only two of the 14 full-time students are female. This fact suggests that comparing student outcomes of the full-time and part-time students can be done only with great caution and without attributing any differences to amount of time in WSCEP. It also led the evaluators to select the comparison group in such a way as to represent the same proportion of males in the comparison group as were present in WSCEP.

A desire to prepare for a job and get regular school credit while learning about different jobs were the two strongest motivators for entering WSCEP. Factors like receiving money and participating in an all Indian program are important to some students but not to others.

On sex equity questions there is a wide diversity of views among the students. However, there is basic agreement that women should have an equal opportunity for top management positions in Tribal enterprises.

Students responses project a positive perception of themselves and a positive identity as Indians. Six, however, agreed that they feel "useless" most of the time and five indicated they didn't know what their good points are.

Students tend to have a moderately positive attitude toward their oral communication skills. In contrast to most other EBCE programs, none indicated nervousness in using the telephone to make an appointment. Ten of the students indicated that they are usually embarrassed to ask questions if they don't understand something.

7. Student Interviews

In February, the evaluators met with the project director to discuss the proposed rationale and approach for conducting student interviews. The primary purposes for the student interviews were to find out directly from students what they are doing in the program, what they are learning and how they feel about their experiences. Earlier in February, the evaluators prepared a draft student interview guide to use with a sample of six students. In February, the project director was to pick two students (a male and female) who were doing good work in the project, two who were doing poorly and two who were non-CETA-eligible. Of the six students selected, only three were present in the program on the first day of interviewing so, as an alternative, the evaluators selected five other students for personal interviews the following day.

Students interviewed joined WSCEP to get school credit and/or pay for working. Half of them heard about the program through friends or through the high school counselor. Initial family responses to the program were mixed, whereas the students' friends generally felt favorable toward the program and in several cases were already in WSCEP. When asked what things they had been doing in the program,

about half talked about work site activities and the others talked about courses or books being read.

Several students indicated they didn't know what careers they might like to hold after completing their education and most of the rest listed only one career. Reasons given for preferring a career were generally vague except in two cases where the student had tried out the job prior to entering WSCEP. Half the students had started a work placement that would help them explore a career of interest. Most felt they were adequately prepared to go to their first career site. Students seemed generally uninformed about the requirements of a career of interest, opportunities in that field, what people in that field are like or how the career fits their values and personal aptitudes. Five of the eight students indicated they were doing things in WSCEP to improve their basic skills, such as taking a course, GED preparation or completing social studies worksheets.

Given the EBCE model as a reference, little evidence was given to show an integration of planned experiences at the work place with improvement in basic skills or other outcome areas of the program. There appeared to be little monitoring or evaluating of learning experiences of students at job sites although staff are visiting students' job sites. The program requires a documented statement of learning and site activities, but by February no students had turned in these statements.

Before the student interviews were started, the project director reviewed proposed questions and suggested additions or changes. He expressed an interest in finding out whether students feel the program staff are personally concerned about them. The interviewers asked this question and got an affirmative reply from seven students and a "don't know" from the eighth student. No students said they felt their needs and interests were being ignored. Students considered as evidence that staff cared the fact that work sites could be changed if students didn't like them.

When asked what changes they would suggest in WSCEP, only two had improvements to suggest: (1) stricter attendance policy, (2) a better building, (3) less noise and (4) three days' advance notice of meetings. Half of the students had no changes to suggest and indicated the program was OK as is.

In considering the information based on these student interviews, it is important to remember that they are based on only eight students. Nevertheless, the students interviewed seemed to represent a good cross section of the project's student population.

In a program that is working with many Indian students who have dropped out of school or expressed a dislike for school, it is important to find out whether they feel the WSCEP staff care about them as individuals. It is encouraging to see that seven students said yes and one said "don't know." The evaluators feel this is an excellent starting point for building trust and an environment in

which personalized learning can take place. It is a positive reflection on the quality of the program staff.

In the opinion of the evaluators, the case studies uncovered four areas of concern. First, there needs to be more emphasis on learning basic skills and other subjects in ways different from approaches used in traditional schools. Second, there needs to be more emphasis on the students' personal assessment of their abilities and of career interests related to their values, interests and abilities. Similarly, there needs to be systematic attempts to insure that students are gaining knowledge of career requirements, understanding of tasks associated with a career, opportunities for promotion, relationships across career fields or an idea of how a particular career might influence their life style. Third, job placements need to emphasize applying academic skills, life skills or career development skills. Linkages between what occurs in school, at the learning center or at the job site need to be strengthened. Such linkages require the cooperation of the school, WSCEP staff and employers. The employer site aspects of WSCEP resemble more a work experience program than an EBCE program. The fourth area of concern lies in the low attendance rate of some students. The evaluators realize there are no simple solutions to this problem but feel that an individualized, exciting learning experience for a student on the day he or she shows up at the project may be the strongest motivation to return.

8. Student End-of-Project/Year Questionnaire

In May, a student questionnaire was administered to all available WSCEP and comparison group students. The results are shown in Appendix E. When asked what they expected to be doing one year after completing high school, nine of the 19 WSCEP and two of the ten comparison group students indicated they had no idea what they would be doing. Four of the WSCEP students indicated that they anticipated further education beyond high school and one indicated plans to graduate from college. However, by the end of the summer, the project director reported that ten former WSCEP students went on to college or some other postsecondary training.

Students were asked to identify two jobs they would like to hold after completing their education. Out of 13 WSCEP students responding, five indicated they had not observed or worked at either job. This was about the same proportion as occurred in the comparison group. Five out of 18 WSCEP students indicated they did not know how to begin preparation for a career of interest. These data indicate that further guidance from the WSCEP staff may be needed in helping students consider future educational and occupational plans.

A quarter of the WSCEP students and 20 percent of the comparison group students indicated that they had changed career interests over the year. Experience in observing or trying out the job and advice from someone who works at the job were cited most often by WSCEP students as factors affecting change in career preference.

On the sex equity items asked only of WSCEP students, it was interesting to see that students felt most strongly that women have a right to hold jobs outside the home and that women and men should have an equal opportunity for top management positions in the Tribe. On the self-concept items, WSCEP students generally demonstrated a positive self-image and a very high level of Indian pride. For example, in responding to "being Indian makes me feel good about myself," 15 students agreed with the statement, four were not sure and none disagreed.

Another set of items dealt with students' self-perceptions of their oral communication. None of the students felt uncomfortable while speaking with people their own age, two felt uncomfortable when talking with adults and seven felt uncomfortable when talking with people in authority. No differences were noted in their feelings of comfort in talking with Indian versus non-Indian adults. Six of the students usually felt embarrassed to ask questions if they didn't understand something. To recognize this latter point might be useful, especially for new project staff or cooperating employers.

A set of questions was developed dealing with students' cultural attitudes. The results were very interesting. The WSCEP students feel a close attachment to the land on which they live, believe strongly in Indian self-determination, are proud to be Native American, are willing to help other people without getting paid, would be interested in interviewing elders in their Tribes about life when they were younger and are willing to volunteer time being on a

tribal council advisory committee. On the other hand, there are about a fourth of the students concerned with material, as contrasted with spiritual, aspects of life. Most would rather earn a large income, even if they can't help others through their work, rather than a medium income while having a chance to help others through their work. The point seems to be that helping others is viewed as a value outside of work, while a large income is seen as a positive work value. These findings seem consistent with information obtained through student interviews conducted by the evaluator.

When asked if they had it to do over again, would they still decide to participate in WSCEP, nine students said yes, ten were undecided and none said no. In comparison with the regular high school program, they saw the WSCEP as providing more opportunity for learning about occupations and felt more motivated to learn through WSCEP.

Major strengths perceived in WSCEP were learning about careers and "real life" situations. Weaknesses seen were not enough help in math, lack of a variety of job sites to meet students' interests and the fact that some students were not adequately prepared to work on their own.

9. Program Completion Survey

The ETS Program Completion Survey was completed in May by nine WSCEP participants and by nine comparison group students. Out of 14 items

rating their perceived job performance and relationship with other people, there were no significant differences on a t-test for 12 items. When asked, "Do you think you're able to do the work on the job well enough to satisfy any boss?", the comparison group appeared significantly (.01 level) more positive. Students in the comparison group were significantly (.05 level) more likely to say that their family feels they did well in school/the program than was true for the WSCEP students. The latter finding would be expected since a number of WSCEP students had dropped out of school or had negative school experiences prior to entering WSCEP.

10. Staff Time Log

A question that often gets asked about new programs is how do staff spend their time. In order to get an estimate of this, a staff time log was prepared and used independently by the two learning managers for April and May.

As can be seen from Table 5, both learning managers spent the greatest amount of time working directly with students and somewhat less time on preparing or evaluating student materials. Both learning managers reported spending six percent of their time working with parents or community people and very little time in CETA or Reservation-required paperwork. The latter task is performed primarily by the project secretary.

TABLE 5

SUMMARY OF PERCENTAGE OF TIME THE TWO LEARNING MANAGERS AVERAGED IN VARIOUS WSCEP RELATED TASKS

	Percentage of Time Spent	
	LM 1	LM 2
1. Working directly with students	55	75
2. Preparing or evaluating student materials	22	12
3. Other tasks (i.e. student intake, attending workshops etc.)	12	0
4. Working with parents or community	6	6
5. Discussion or meeting with other staff	4	4
6. Record keeping required by CETA or the Reservation	1	3

11. EBCE Essential Characteristics Checklist

In April 1980, the project director completed the EBCE Essential Characteristics checklist. This instrument was used to determine the extent to which WSCEP was similar to or different from the NWREL Model of Experience-Based Career Education. The instrument focuses on EBCE as a program that is: (1) individualized, (2) community-based, (3) experiential and built from career activities of adults, (4) comprehensive and integrated and (5) career development focused. Each of the five essential areas contains subcategories that are rated on a five-point scale. Ratings of 4 or 5 indicate fidelity to the NWREL EBCE model while ratings below 3 indicate general deviation from the EBCE model. Such deviation is not necessarily good or bad but merely indicates how closely a particular program resembles the EBCE model.

Areas rated by the project director as 1 or 2 are: (1) accountability standards (the presence of a clear set of learning and behavioral expectations for students), (2) program advisory board (that takes an active role in direction of the program by providing program input), (3) provision for community instructor training, (4) modes of learning (active, realistic, lifelike learning activities provided for all students), (5) program completion requirements (that are clearly defined and consistent with program goals and local requirements) and (6) interrelatedness of curriculum areas and student learning (as contrasted to emphasizing different curriculum areas separately). Areas rated the highest in EBCE congruence were: student active participation in the assessment process, students having responsibility for budgeting their time and managing their daily activities and the curriculum structure providing experiences in basic skills, life skills and career development. The completed EBCE Essential Characteristics Checklist appears in Appendix F.

12. EBCE Process Checklist

This checklist was also completed by the Project Director in April. It profiles specific processes used in WSCEP in comparison with the EBCE model. The first section reflects objectives used in many EBCE programs. Of the 15 objectives listed, 10 are used with all WSCEP students and five were used with some but not all students. In terms of organizational status, WSCEP has been approved in writing by the school district. The project meets all legal and fair labor practice requirements.

Competencies required to be achieved by students are an understanding of insurance, state and federal taxes, the basic structure and function of local government, appropriate use of public agencies and application for a job. Projects required of students are critical thinking and functional citizenship. Optional projects are done in personal/social development. Creative development and science projects are not used. Students are expected to complete five projects per year. Students engage in career explorations averaging 12 hours in length but do not complete exploration packages to document what they have learned.

More specialized apprentiship training was not used. All students are required to keep a daily student journal. The computerized Career Information System, which was modified to fit reservation-based jobs, is used by all students. Thirteen of the WSCEP students took classes at Madras High School, 12 took community college courses and two took courses at employer sites. A copy of the completed questionnaire appears in Appendix G.

13. Learning Manager Interviews

In May, both learning managers were interviewed about WSCEP. The questions and staff responses are reported in Appendix H. Questions dealt with how the EBCE program was modified for Native Indian youth, staff training, employer and parent involvement, strategies used to motivate "hard-to-reach" Indian youth, ways of preparing students to use the reservation and job sites for learning, student attendance, increasing student awareness of their own skills,

student changes, student-staff ratios, project strengths and limitations and recommendations regarding program changes.

Concerns expressed by staff included a need to clarify and enforce a policy on student attendance, the negative consequences of paying some students, the need to maintain a low student-staff ratio and the need of the staff for further training in planning student projects.

While being realistic about the numerous problems faced by the program, staff felt the program was meeting a critical need of hard-to-reach youth on the Reservation. Student use of the computerized Career Information System, staff encouragement of students, staff time available for students and the cooperation of employers on the Reservation were considered among the successful aspects of the WSCEP.

14. Parent Interview

In May, two NWREL-employed consultants from Warm Springs interviewed a sample of 15 parents. Of these parents, most first heard about WSCEP from school or program staff. Parents viewed the program mainly as providing work experience and training, helping young people qualify for GED or a diploma and helping them become interested in going back to school. Several parents indicated, however, that they didn't know what the program was trying to accomplish and eight out of 12 parents felt the staff did not keep them adequately informed about what their son or daughter was doing in the program.

The major strengths perceived in WSCEP are offering students career experience on different job sites and motivating some to return to school. Lack of communication with parents was viewed as a weakness. All but one parent felt the program should continue next year and this one parent was uncertain. Increased parent communication was the major recommendation for improvement. A tabulation of parent responses to individual questions is contained in Appendix I.

15. Employer Interview

In May, the two NWREL-employed consultants conducted personal interviews with 15 sampled employers. The employers were selected jointly by the evaluator and project director. Only those employers who had worked with a WSCEP student for a month or more were included. Employers were asked a total of 11 questions dealing with their involvement with the project, perceptions of the program's strengths and weaknesses and recommended suggestions for improvement.

Eight of the 14 employers actually contacted indicated they first heard about WSCEP from the program staff and four indicated it was through other people in their company. Employers viewed the program as intending to give positive motivation to students who have dropped out of school and to expose them to career information.

Most of the employers felt they had an adequate description of the program and understanding of their role, but slightly over half felt

there had been inadequate contact with the staff to explain and coordinate activities with the students. Major strengths perceived in WSCEP were career experience for young people and a positive alternative approach to school dropouts. Major weaknesses were a lack of communications with staff and the need for more stress on student attendance. All of the employers felt the program should continue next year. Suggested changes were for more staff contact and followup with employers, giving students greater responsibility and longer job site experiences. A tabulation of actual employer responses is contained in Appendix J.

SECTION V

SUMMARY OF RESULTS

The evaluation findings summarized in this chapter will be organized around important evaluation questions addressing student outcomes, program operations and knowledge development questions.

1. Did WSCEP students demonstrate greater knowledge of what occupations are available on the reservation than the comparison group students? On a test listing twenty occupations, only ten of which were on the reservation, students in WSCEP did not score significantly higher on their knowledge of what occupations are available on the reservation.

2. Did WSCEP students demonstrate a greater understanding of how to prepare for a career of interest than the comparison group students? On the May Student End-of-Program Questionnaire, students were asked to list two jobs they would like to hold after completing their education. Two out of 18 WSCEP students indicated they did not know how to begin preparation for a career of interest to them. This was approximately the same proportion as for the comparison group. This evidence, confirmed by informal evaluator interviews with a sample of WSCEP students, suggests that this objective was not met. We recommend further guidance from the WSCEP staff in 1980-81 to help students consider their future educational and occupational plans.

3. Did WSCEP students demonstrate a greater frequency with which they think about various factors related to a career of interest?

The Career Exploration Scale, part of the Youthwork Inc. battery, assessed this dimension. A t-test comparing WSCEP and comparison group students in May indicated that the WSCEP students scored significantly higher (.07 level) than the comparison group on this dimension.

4. Did WSCEP students demonstrate a greater self-confidence and skill in talking with adults on the reservation than the comparison group students?

On the Self-Confidence and the Attitudes Toward Adults scales of the Youthwork Inc. posttest battery, there were no statistically significant differences between the two groups, although the WSCEP students scored two-thirds of a standard deviation higher than the comparison group on Attitudes Toward Adults. On the Oral Communications Attitudes scale of the Student End-of-Program Questionnaire, WSCEP students scored only slightly higher than the comparison group. Therefore, the available self-report evidence indicates that this objective was not met.

5. Did WSCEP students demonstrate greater vocational maturity or greater understanding of job holding skills and of job seeking skills than the comparison group?

Results of the Educational Testing Service Standard Assessment Survey scales for Vocational Attitude, Job Holding and Job Seeking, administered in May, indicate no significant difference between the two groups on any of these three dimensions. Part of this lack of difference may be attributable to the fact that some WSCEP students had little or no work site experience through the program because of late enrollment, poor attendance or failure to locate an appropriate job site.

6. What were the major strengths of WSCEP in the opinion of students, staff, parents and employers?

All four groups felt that opportunities for youth to explore careers was a major strength of the WSCEP. Students were also impressed by the opportunity to learn in "real life" situations. Staff added as strengths the students' use of the computerized Career Information System, the cooperation of employers and the opportunities for staff to give time and encouragement to students. Parents saw, as a major strength of the program, that it motivated some students to return to school. Employers felt WSCEP provided a positive approach to school dropouts. All of the employers interviewed and all but one of the parents (who was undecided) thought the program should continue next year.

7. What were the major weaknesses of WSCEP in the opinion of students, staff, parents and employers?

Staff and employers both noted the need for more stress on enforcing student attendance. Some students indicated, as a weakness, the lack of variety of job sites to meet student interests and the fact that some students were not adequately prepared to work on their own. Staff mentioned the negative consequences of paying some students (i.e. they would fail to show up for several days or a week after receiving their allowance) and the lack of training in planning student projects. (This latter weakness was identified earlier by the evaluators and intensive staff training in planning student projects was arranged through NWREL and carried out in July.) Parents and employers alike cited a need for more adequate communication with the project staff.

8. What features did Indian youth perceive as occurring at their job sites?

The WSCEP students were asked to indicate how frequently certain features were present at the job sites where they worked (on a five-point scale from practically never to very often). Characteristics rated as occuring most frequently were: receiving clear directions, engaging in interesting work, receiving enough training to do the tasks required, having a variety of tasks to do and being given appreciation when a good job was done. Things occuring seldom were: discussing experiences with teachers, being criticized by adults and feeling that they made a contribution.

9. How did the WSCEP learning managers spend their time?

A staff time log used in April and May indicated the learning managers averaged 65 percent of their time working directly with students, 17 percent of their time preparing or evaluating student materials, six percent working with parents or community. Based on reactions of parents and employers, it might be appropriate next year if the learning managers spent 10-15 percent of their time with parents and employers.

10. What adaptations or modifications have been made to the NWREL Experience-Based Career Education model to make it more appropriate for hard-to-reach American Indian youth? Which modifications were particularly successful and which were not?

The EBCE model has been modified by deleting the life skills projects in creative development and science, making the personal/social development project optional and omitting the use of exploration packages completed by students after completing a career exploration. More extended activities at employer sites, called learning levels, and advanced skill building levels have not been used. New student projects used are the Career Development Skills Project (completed before going to a work site), a Culture and Heritage Project and a Tribal Government Project. The Career Development Skills Project includes the use of a revised Computerized Career Information System (CIS) that contains information about careers on the reservation. CIS became operational in the spring and students seemed to like it and profit

from it. Other modifications that seemed to work well included a seminar with the tribal manager, a session on bread-making and a tour of the fish hatchery. Modifications that were offered, but in which no students took part, were mini-courses on skills such as archery and chainsaw operation and maintenance.

SECTION VI

CONCLUSIONS AND RECOMMENDATIONS

The 1979-80 evaluation of the Warm Springs Career Exploration Project occurred during the first year startup of the project. The first year startup was rough, especially in terms of student and staff turnover. Almost none of the students enrolled in the project in October were still present in May. By January the project had had three project directors and a complete turnover of staff. Student attendance averaged only about 40 percent and some students hardly ever attended.

Despite all these obstacles, the project succeeded in stabilizing, in winning support of the Tribal leaders, parents and participating employers and in achieving some noticeable benefits for students. Many students took advantage of the program to explore careers on the reservation, to earn their GED or to receive a high school diploma. One of the biggest obstacles to program effectiveness, in the perception of the evaluators, was the low and irregular attendance of many students. The more familiar the evaluators became with this long-term problem, the more convinced we became that there are no easy answers. Given the fact that the program involved a number of former school dropouts, the attendance for some students was a big improvement over their past performance.

The use of the CETA stipend for program and work site attendance was a mixed influence. For some students it motivated them to attend, while for others it had little effect. In fact it had negative consequences for some students who stayed away from the program after payday until they spent their money.

Examining student attendance data for the first year suggests that some students had a normal attendance pattern, while others showed up only one or two days a month. For next year, the program staff may want to consider operating the program under two models. For most young people planning on regular attendance, WSCEP could operate, as it did in 1979-80, by providing academic credit and work experience. For others over 18 not planning on regular attendance, the program could operate as a career drop in center (Tribal law requires full-time school attendance until 18 years of age). In the latter case, young adults would receive no pay or high school credit, but could use the Career Information System, receive occupational counseling and, perhaps, arrange a short term exploration of one or several careers on a no pay basis. The important point would be that staff and the young person would agree in advance the basis for program participation and the expectations that would be involved.

The needs of Indian youth who have dropped out of high school or who have experienced continuous lack of involvement in the system are many. One of their needs is to become motivated to learn and to prepare for a job. The WSCEP has been highly successful with many of its students in these areas and deserves to be continued.

Student outcome data for the first year suggest that, after helping students see their self-value, increased staff attention is needed in helping students form realistic career and educational plans. Even some of the students the evaluator talked with who were considering attending college indicated little or no knowledge about selecting colleges,

getting admitted or obtaining financial support. Similarly, most students were unsure of the specific steps to prepare for and enter a career of their choice. Therefore, we recommend the staff work with each student next year in preparing an individual employment and/or educational plan that fits with the student's interests and abilities.

Parents and employers, while quite supportive of WSCEP, generally felt that they had inadequate communication with the staff. Therefore, the evaluator recommends that the staff next year discuss with parents and employers the additional type of information and communication they desire and build in time to provide it.

As is the case with other EBCE projects in their first year, the academic learning and the work experience are sometimes viewed as separate and distinct components. The evaluator recommends that, in the coming year, a closer tie be established between learning at Madras High School, at the WSCEP learning center or the GED office and students' work sites. A careful analysis of work sites can sometimes uncover unique opportunities for reinforcing basic skills or other academic learning. Conversely, some of the experiences of students at the job sites might be tied in with projects that center on academic learning. The effort spent in searching for these links can have a valuable payoff to students in helping them see the relationship between knowledge and work early in their life while on the reservation.

APPENDIX A

STUDENT RESPONSES TO SELECTED SECTIONS OF THE EDUCATIONAL TESTING SERVICE POSTTEST

For each statement, if you agree or mostly agree, mark the box under the letter T. If you disagree or mostly disagree, mark the box under the letter F.

VA

		NUMBER OF STUDENTS MARKING EACH STATEMENT TRUE	True WSCEP (N=9)	True Comparison (N=9)
T	F			
☐	☐	1. I often daydream about what I want to be, but I really haven't chosen a line of work yet.	4	5
T	F			
☐	☐	2. Everyone seems to tell me something different; as a result I don't know which kind of work to choose.	2	6
T	F			
☐	☐	3. It's probably just as easy to be successful in one occupation as it is in another.	4	4
T	F			
☐	☐	4. It doesn't matter which job you choose as long as it pays well.	1	2
T	F			
☐	☐	5. I plan to follow the line of work my parents suggest.	1	1
T	F			
☐	☐	6. You should decide for yourself what kind of work to do.	9	9
T	F			
☐	☐	7. There are so many things to consider in choosing an occupation, it is hard to make a decision.	6	9
T	F			
☐	☐	8. The best thing to do is to try out several jobs, and then choose the one you like best.	8	3

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			True WSCEP Compar:
T	F		
☐	☐	9. There is no point deciding on a job when the future is so uncertain.	1
T	F		
☐	☐	10. There is only one occupation for each person.	1
T	F		
☐	☐	11. Your parents probably know better than anybody else which occupation you should enter.	3
T	F		
☐	☐	12. When it comes to choosing a job, I'll make up my own mind.	8
T	F		
☐	☐	13. I keep changing my occupational choice.	1
T	F		
☐	☐	14. As far as choosing an occupation is concerned, something will come along sooner or later.	6
T	F		
☐	☐	15. I'm not going to worry about choosing an occupation until I'm out of school.	1
T	F		
☐	☐	16. You get into an occupation mostly by chance.	0
T	F		
☐	☐	17. You can't go very far wrong by following your parents' advice about which job to choose.	5
T	F		
☐	☐	18. Choosing an occupation is something you have to do on your own.	9
T	F		
☐	☐	19. I'd rather work than play.	8
T	F		
☐	☐	20. I don't know whether my future occupation will allow me to be the kind of person I want to be.	0

			True	
			WSCEP	Comparison
T ☐	F ☐	21. It's who you know, not what you know, that's important in a job.	0	0
T ☐	F ☐	22. You shouldn't worry about choosing a job since you don't have anything to say about it anyway.	0	2
T ☐	F ☐	23. I don't want my parents to tell me which occupation I should choose.	5	4
T ☐	F ☐	24. If someone would tell me which occupation to enter, I would feel much better.	1	1
T ☐	F ☐	25. I don't know whether my occupational plans are realistic.	4	6
T ☐	F ☐	26. I have so many interests it's hard to choose any one occupation.		
T ☐	F ☐	27. You should choose a job in which you can someday become famous.	2	3
T ☐	F ☐	28. Entering one job is about the same as entering another.	1	2
T ☐	F ☐	29. Parents usually can choose the most appropriate jobs for their children.	3	5
T ☐	F ☐	30. I feel that I should do what my parents want me to do.	2	4

PLEASE STOP HERE.

WAIT TO BE TOLD HOW TO DO THE NEXT GROUP OF QUESTIONS.

The questions that follow are to find out how much you know about how people should act on a job—and what you might do on a job when certain things happen.

JHS

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WSCEP Comparison

1.

If you feel too sick to go to work one day, would you call and let the boss know?

0 0 ○ I wouldn't bother—it wouldn't make any difference to the boss.

0 0 ○ I might call if I happened to think of it.

9 9 3 ✓○ I would always call—otherwise the boss would get sore.

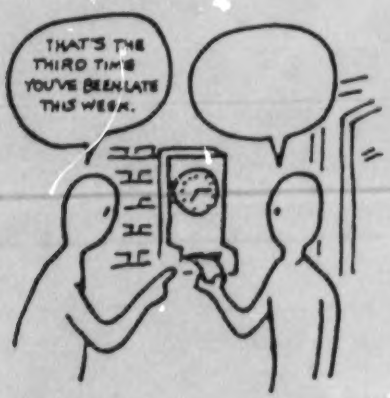
2.

If you're short of money before payday each week, would you borrow what you need from somebody at work?

0 0 ○ I would do that anytime I felt like it.

6 4 ○ I might do that sometimes.

3 5 3 ○ I would never try to do that at work.



WSCEP Compar.

3.

What would you say to a boss who said this to you?

/ ○ Sorry, I'll try to get here on time from now on. 7

○ It's tough for me to make it here on time but I'll try. 2

○ I do my work—what's the difference if I'm late. 0

WSCEP Comparison

4.

How do you feel about this person who's dressed in a sloppy way at work?

○ It doesn't matter how you dress as long as you do your job.	2	2
○ You should dress sharper than the rest so you stand out and are noticed.	0	1
3 ○ You should dress about the same way as the other people and look neat.	6	6

5.

How do you feel about placing a few bets each day at work?

○ I wouldn't do that—most bosses wouldn't like it.	5	4
○ There's nothing wrong with it—a boss wouldn't mind.	1	0
○ I might do that sometimes—but I wouldn't overdo it.	3	5

6.

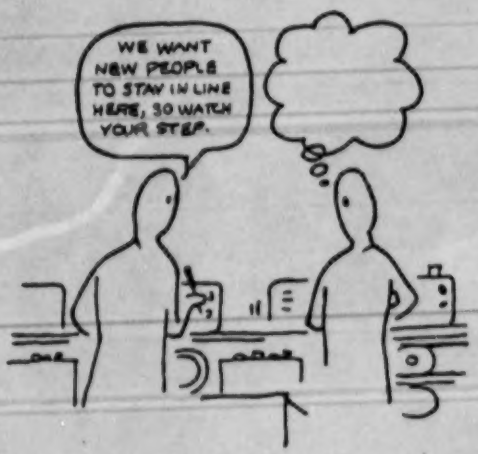
When someone who's the boss gives you a lot of orders about what to do, how do you feel?

○ It rubs me the wrong way to take orders and I usually let the boss know it.	0	0
○ I don't like taking orders, but I'll do it if the boss doesn't push it too far.	3	3
3 ○ I usually don't mind. The boss's job is to give orders.	6	6

7.

How do you feel about someone taking a drink this way on the job?

- ⬭ It's okay, if you try not to get caught too often. 0
- ⬭ You should never do it—a boss wouldn't like it. 8
- ⬭ It's your own business when you take a drink—most bosses wouldn't mind. 1



8.

What would you think if someone working next to you said this?

- ⬭ That person better lay off or I'll hit 'em right now. 1
- ⬭ I'm going to quit this job if the people here bug me. 0
- 3 ⬭ I won't look for trouble, I'll just ignore it. 8

9.

If you get a paycheck and you think the amount is wrong what would you do?

- ⬭ Let it go. It doesn't pay to make a fuss. 0
- ⬭ Go tell the boss he or she's a thief. 0
- 3 ⬭ Tell the person who gives out the pay that you think there's a mistake. 9

WSCEP Comparison

10.

What would you say if the boss asked you this?

⬭ Not me, I only work if I'm paid to do it.	0	2
⬭ I would do it if I could get some extra time off.	6	7
⬭ It's too much trouble for me to work after regular hours.	3	0

11.

If you finish the work that's given to you in the morning and the boss doesn't tell you what to do the rest of the day—what would you do?

⬭ Just knock off and relax. It's best to work only when you're told what to do.	0	1
⬭ Look for something else that needs doing on the job or maybe help somebody else with their work.	9	6
⬭ Try to look like I'm working at something so the boss won't think I'm goofing off.	0	2

PLEASE STOP HERE.
WAIT TO BE TOLD HOW TO DO THE NEXT GROUP OF QUESTIONS.

The questions that follow are to find out how much you know about looking for jobs. For each question, mark the space next to the answer that you think is the right one.

JSS

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WSCEP Comparison

1.

If you go to the State Employment Service to help you find a job—what would they charge if they found a job for you?

1	0	⬭ They would charge one week's pay.
1	1	⬭ They would charge whatever you can afford.
7	6	⬭ It doesn't cost you anything.
0	0	⬭ They would charge half of a week's pay.

2.

On which day are there more "help wanted" ads for jobs in the newspaper?

1	6	⬭ On Sunday
0	0	⬭ On Saturday
6	3	⬭ It's the same any day
1	0	⬭ On Tuesday

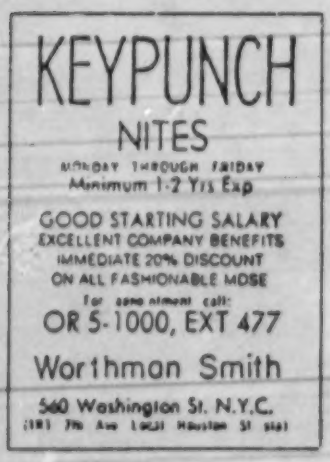
NOTE TO THE ADMINISTRATOR

In the following sets of questions, do not read material in want ads or any content of application blanks.

SAY: Beginning with question 3 we're going to look at some job "want ads" -- like the kind that you see in the newspaper when someone wants to hire people for jobs. Read the first want ad on your own and then I'll read the questions to you that ask about what's in the want ad.

NOTE TO THE ADMINISTRATOR

Allow approximately 30 seconds for reading of the ad.



WSCEP Comparison

3. How much experience would you need for this job?

⬭ You don't need any experience.	0	0
⬭ At least one or two years.	9	7
⬭ Less than a year.	0	1
⬭ At least five years' experience.	0	0

WSCEP Comparison

5. When would you work on this job?

⬭ Weekends—Friday, Saturday and Sunday.	0	0
⬭ During the day from 8 o'clock in the morning to five o'clock in the afternoon.	2	1
⬭ Five nights a week.	4	7
⬭ Sometimes during the day, someti. es at night.	2	0

ind of benefits do you get on this job?

can make free telephone calls.	0	0
get your lunch free.	1	0
can buy things cheaper than the lar price.	7	7
pay your carfare to get to work.	1	0

NOTE TO ADMINISTRATOR

Follow the same procedure for the want ads for questions 6, 7, and 8, and for 9, 10, and 11.

SALES HELP WANTED
SALESPERSON
CAMERAS
APPLIANCES
RADIO & TV

ROBERTSON'S
VALLEY STREAM

Top notch experienced sales person needed for our newest store in the Green Acres Shopping Center.

1 PM—10 PM, 5 days
or
6 PM—10 PM
High Salary + PMs

Opportunity to Advance
Excellent Benefit Program
Apply at
Employment Office
460 Sunrise Hwy, Valley Ssm
An Equal Opportunity Employer

WSCEP Cont.:

6.

What would you do on this job?

⬭ Fix cameras and radios.	0
⬭ Sell things in a store.	8
⬭ Teach people how to drive a car.	0
⬭ Sell houses to people.	0

7.

What would you do to get this job?

	W	C
⬭ Write a letter to the manager of the place.	0	0
⬭ Call the telephone number given in this ad.	0	0
⬭ Call the State Employment Service and tell them you want to apply.	2	0
⬭ Go to the address given in the ad and ask about the job.	6	6

8.

When would you work on this job?

⬭ In the mornings for five days a week.	1
⬭ At night, on the weekends only.	0
⬭ Any hours or any days you want to pick.	0
⬭ In the afternoon or at night for five days a week.	7

MAIL CLERK

ADV. AGENCY

Handle distribution of mail & outside deliveries. Neat appearance. HS grad or mature person. Good advancement apply for alert person.

RADIO CITY AREA

Ms. Morse Circle 5-1000

WSCEP Comparison

9.

Where would you work on this job?

⬭ In a department store.	0	1
⬭ In an office.	8	6
⬭ In a factory.	0	1
⬭ In your own home.	0	0

W C

11.

What would you do in this job?

⬭ Sell things in a store.	0	0
⬭ Write letters and mail them.	0	0
⬭ Sort mail and make deliveries.	8	8
⬭ Fix adding machines and typewriters.	0	0

at would you do to get this job?

Call the State Employment Service and ask them about the job.	1 1
Write a letter to the place that has the job.	2 0
Go to the place yourself and ask about the job.	3 7
Call the place on the phone.	2 0

SAY: Questions 12 through 17 are about parts of an application blank--like the kind you fill out when you go to get hired for a job. Look at this part of the application blank and the things it asks you to fill out.

NOTE TO THE ADMINISTRATOR

Allow approximately 30 to 45 seconds for the group to look over the blank. Then read each question and alternatives.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION Date Social Security Number

1 NAME Last First Middle

2 PRESENT ADDRESS Street City State

3 PERMANENT ADDRESS Street City State

4 PHONE NO. CITIZEN OF U.S.A. YES O NO O

5 KIND OF WORK YOU PREFER

6 EDUCATION CIRCLE THE NUMBER OF THE HIGHEST GRADE COMPLETED 7 8 9 10 11 12 13 14

7 OFFICE MACHINES YOU OPERATE

8 IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT REFERRED BY

12.

If you finished high school and got your diploma, which number would you circle on line 6?

	W	C
○ 8	0	0
○ 11	0	0
○ 12	8	6
○ 14	0	2

13.

What would you put on line number 2 where it says "present address?"

	W
○ The address of the place where you live now.	6
○ The address where a friend lives.	0
○ The address of the place where you're applying for the job.	1
○ The address of the place where you worked last.	1

14.

If you have an uncle who works for this place and he told you about coming here to apply for a job, where would you write your uncle's name?

	W	C
○ Line 1	0	0
○ Line 4	0	0
○ Line 7	0	1
○ Line 8	8	7

SAY: Now look at the next application blank on page 28 that someone filled out. Read that over.

NOTE TO THE ADMINISTRATOR

Allow about one minute for the group to look over the material. Then read each question and alternatives.

A-12

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM May 1977 TO Present	Joy Manufacturing Co. 55 Eaton Place Chicago, Illinois	$4.00	Parts Assembler	Still employed
FROM Jan 1977 TO May 1977	White's Dept. Store 735 Walton Blvd. Chicago, Illinois	$2.90	Packer	Wanted better job
FROM July 1976 TO Nov 1976	West Side Housing Project 12 W. South Street Moline, Illinois	$2.50	Maintenance Helper	Wanted more money
FROM Mar 1976 TO May 1976	Speed Messenger Service 15 State Street Chicago, Illinois	$2.20	Messenger	Wanted more money

EMPLOYMENT DESIRED

POSITION A — DATE YOU CAN START Anytime — SALARY DESIRED $4.50

ARE YOU EMPLOYED NOW? Yes — IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER Yes

EVER APPLIED TO THIS COMPANY BEFORE? No — WHERE B — WHEN

15.

What job did this person hold right before the job he or she holds now?

	W	C
○ Packer	3	1
○ Maintenance helper	3	2
○ Messenger	1	4
○ Parts Assembler	1	1

16.

In the blank where the A is, which of these things would make sense if you wrote it?

	W	C
○ 247 Jay Street	0	1
○ $4.40 an hour	1	1
○ Sales person	7	5
○ No night work	0	1

17.

What should be put in the place marked B?

○ Don't put anything.	3	3
○ Other places the person applied for jobs.	4	1
○ Where the person worked last.	2	5
○ Where the person lives.	0	0

PLEASE STOP HERE.
WAIT TO BE TOLD HOW TO DO THE NEXT GROUP OF QUESTIONS.

Counselor's Rating Form

PROJECT _____ CITY

(19 WSCEP Students)

Counselor's Name _____ Date _____

Name of Enrollee Being Rated _____ ETS I.D. NUMBER

On this sheet are 11 statements about enrollee behavior that counselors consider important in determining how well an enrollee is coming along. We would appreciate your evaluation of how these apply to this enrollee.

Please read each statement **carefully**. Then **circle one** of the numbers 1 to 5 that best indicates how the statement applies to the enrollee.

1 = This describes the enrollee perfectly.	2 = This is true most of the time.	3 = Sometimes this is true of the enrollee.	4 = This is not usually so.	5 = The enrollee is not like this at all.

	CIRCLE ONE NUMBER. 1	2	3	4	5	Mean
1. Pays attention to good grooming and dresses appropriately	15	4	0	0	0	1.21
2. Is not very open about discussing personal and job problems	1	7	7	4	0	2.74
3. Shows a lot of resentment and hostility	0	3	7	8	1	3.37
4. Is cooperative and willing to listen to advice	1	12	4	2	0	2.37
5. Makes realistic plans about future jobs	0	5	8	6	0	3.05
6. Shows little poise or self-assurance	0	4	8	7	0	3.16
7. Is coherent in expressing himself (herself)	0	7	7	5	0	2.90
8. Is motivated to want to work and expend effort	1	4	9	5	0	2.95
9. Does not show good day-to-day planning so that he (she) can handle the job (let's home life interfere, for example)	0	10	6	2	1	2.68
10. Indicates a willingness to enroll in school or some sort of training on a part-time basis	1	5	9	4	0	2.84
11. Shows qualities that indicate he (she) will do well after leaving the program	2	4	6	7	0	2.95

Work Supervisor's Rating Form

PROJECT _____ CITY

(9 WSCEP Students)

Work Supervisor's Name _____ Date _____

Name of Enrollee Being Rated _____

ETS I.D. NUMBER

How many months has the enrollee worked for you? _____

Below are 10 statements about things that work supervisors consider important when it comes to how the enrollee is doing. We would appreciate your telling us how each one applies to this enrollee. The information is **strictly private** and will not have any effect on the enrollee in any way.

Please read each statement **carefully**. Then put a check in **one** of the five boxes to show how that statement fits the enrollee that you're rating.

1. KNOWS HOW TO FOLLOW INSTRUCTIONS PROPERLY.

This describes just how the enrollee is.	This is true most of the time.	Sometimes this is true of the enrollee.	This is not usually so.	The enrollee is not like this at all.	Mean
☐ 3	☐ 5	☐ 1	☐ 0	☐ 0	1.78

2. RESENTS TAKING ORDERS FROM THOSE WHO SUPERVISE HIM/HER.

This describes just how the enrollee is.	This is true most of the time.	Sometimes this is true of the enrollee.	This is not usually so.	The enrollee is not like this at all.	
☐ 0	☐ 0	☐ 0	☐ 5	☐ 4	4.44

3. KNOWS HOW TO DRESS RIGHT FOR THE JOB.

This describes just how the enrollee is.	This is true most of the time.	Sometimes this is true of the enrollee.	This is not usually so.	The enrollee is not like this at all.	
☐ 5	☐ 2	☐ 0	☐ 2	☐ 0	1.89

4. TAKES SOME PRIDE IN THE WORK AND DOESN'T JUST RUSH THROUGH TO GET IT FINISHED.

This describes just how the enrollee is.	This is true most of the time.	Sometimes this is true of the enrollee.	This is not usually so.	The enrollee is not like this at all.	
☐ 3	☐ 4	☐ 0	☐ 0	☐ 0	1.22

PLEASE CONTINUE ON REVERSE...

5. HAS TO BE TOLD WHAT TO DO EVERY MINUTE OR CAN'T KEEP BUSY.

This describes just how the enrollee is.	This is true most of the time.	Sometimes this is true of the enrollee.	This is not usually so.	The enrollee is not like this at all.	Mean
☐ 0	☐ 2	☐ 0	☐ 5	☐ 2	3.78

6. GETS ALONG WITH OTHERS ON THE JOB.

This describes just how the enrollee is.	This is true most of the time.	Sometimes this is true of the enrollee.	This is not usually so.	The enrollee is not like this at all.	
☐ 6	☐ 2	☐ 0	☐ 0	☐ 1	1.67

7. CAN'T GET TO WORK ON TIME.

This describes just how the enrollee is.	This is true most of the time.	Sometimes this is true of the enrollee.	This is not usually so.	The enrollee is not like this at all.	
☐ 0	☐ 3	☐ 2	☐ 4	☐ 0	3.11

8. SHOWS SOME INITIATIVE IN TAKING ON A PIECE OF WORK.

This describes just how the enrollee is.	This is true most of the time.	Sometimes this is true of the enrollee.	This is not usually so.	The enrollee is not like this at all.	
☐ 3	☐ 3	☐ 1	☐ 0	☐ 0	1.33

9. DOESN'T MAKE TROUBLE ON THE JOB.

This describes just how the enrollee is.	This is true most of the time.	Sometimes this is true of the enrollee.	This is not usually so.	The enrollee is not like this at all.	
☐ 7	☐ 0	☐ 0	☐ 0	☐ 0	.78

10. ASKS QUESTIONS IF PROBLEMS COME UP—DOESN'T JUST GO AHEAD AND DO THE JOB WRONG.

This describes just how the enrollee is.	This is true most of the time.	Sometimes this is true of the enrollee.	This is not usually so.	The enrollee is not like this at all.	
☐ 6	☐ 1	☐ 0	☐ 0	☐ 0	.39

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APPENDIX D

POSTTEST RESPONSES TO THE YOUTHWORK TEST

PLEASE PRINT

ETS ID No. ☐☐ - ☐☐ - ☐☐☐☐☐☐

NAME _____
(Last) (First)

Project or School _____

City _____ State _____

Grade (if in school) ☐ Fr. ☐ Soph. ☐ Jr. ☐ Sr.

Age _____ Male ☐ Female ☐

Compiled and Revised by:

Youthwork, Inc.
Washington, D.C.

APPENDIX D
(Continued)

INSTRUCTIONS

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check (✓) in the column "Like Me."

If the statement does not describe how you usually feel, put a check (✓) in the column "Unlike Me."

		Number Responding "Like Me"	
		WSCEP (N=9)	Comparison Group (N=9)
1.	I spend a lot of time daydreaming.	1	6
2.	I'm pretty sure of myself.	9	8
3.	I often wish I were someone else.	0	4
4.	I'm easy to like.	7	8
5.	My parents and I have a lot of fun together.	6	6
6.	I never worry about anything.	3	5
7.	I find it very hard to talk in front of the class.	6	7
8.	I wish I were younger.	1	4
9.	There are lots of things about myself I'd change if I could.	5	6
10.	I can make up my mind without too much trouble.	8	7
11.	I'm a lot of fun to be with.	8	7
12.	I get upset easily at home.	9	7
13.	I always do the right thing.	2	7
14.	I'm proud of my school work.	7	2
15.	Someone always has to tell me what to do.	5	3
16.	It takes me a long time to get used to anything new.	3	4
17.	I'm often sorry for the things I do.	0	4
18.	I'm popular with kids my own age.	4	7
19.	My parents usually consider my feelings.	7	6
20.	I'm never unhappy.	6	4
21.	I'm doing the best work that I can.	5	3
22.	I give in very easily.	8	6
23.	I can usually take care of myself.	4	5
24.	I'm pretty happy.	7	9
25.	I would rather play with children younger than me.	7	7
26.	My parents expect too much of me.	1	1
27.	I like everyone I know.	4	4
28.	I like to be called on in class.	8	7
29.	I understand myself.	3	3
30.	It's pretty tough to be me.	8	8
31.	Things are all mixed up in my life.	3	3
32.	Kids usually follow my ideas.	3	4
33.	No one pays much attention to me at home	5	4
34.	I never get scolded.	2	3
35.	I'm not doing as well in school as I'd like to.	4	5
36.	I can make up my mind and stick to it.	3	6
37.	I really don't like being a boy (girl).	7	6
		0	3

		"Like Me"	
		WSCEP	Comparison
38.	I have a low opinion of myself.	2	1
39.	I don't like to be with other people.	0	0
40.	There are many times when I'd like to leave home.	4	5
41.	I'm never shy.	4	3
42.	I often feel upset in school.	1	6
43.	I often feel ashamed of myself.	2	3
44.	I'm not as nice looking as most people.	4	5
45.	If I have something to say, I usually say it.	5	7
46.	Kids pick on me very often.	1	1
47.	My parents understand me.	6	7
48.	I always tell the truth.	8	5
49.	My teacher makes me feel I'm not good enough.	1	1
50.	I don't care what happens to me.	2	1
51.	I'm a failure.	1	2
52.	I get upset easily when I'm scolded.	4	6
53.	Most people are better liked than I am.	2	3
54.	I usually feel as if my parents are pushing me.	3	3
55.	I always know what to say to people.	5	5
56.	I often get discouraged in school.	1	7
57.	Things usually don't bother me.	4	4
58.	I can't be depended on.	2	2

PLEASE STOP HERE.

WAIT TO BE TOLD HOW TO DO THE NEXT GROUP OF QUESTIONS.

INSTRUCTIONS

This questionnaire asks you to think of a job or career field that you might like to enter after completing your education and to answer some questions in relation to that career field or job. For the statements listed below, please indicate on a scale of 1 (never) to 5 (frequently) how often you have had each experience during the past twelve months. Most students have had some but not all of these experiences. Therefore, if you have not had that experience mark the answer sheet as 1 for never. If you have had the experience--select 2 if you have done it only once, 3 if you did it several times during the year, 4 if you did it about once a month and 5 if you did it more frequently than once a month.

13.

14.

15.

IN RELATION TO A JOB OR CAREER FIELD YOU MIGHT LIKE TO ENTER, HOW FREQUENTLY DURING THE PAST 12 MONTHS HAVE YOU:

		Never 1	Once 2	Several Times 3	Once a Month 4	More Than Once a Month 5
1.	Talked about the job or career with relatives or friends	W 0	4	3		2
		C 2	1	5		1
2.	Talked about the job or career with persons employed in that career field	W 0	3	5	1	
		C 5	2	1	1	
3.	Talked about the job or career with teachers or counselors	W 2	3	4		
		C 2	3	4		
4.	Read materials about the job or career	W 1	1	5		2
		C 4	1	4		0
5.	Observed activities in the job or career	W 0	4	2	0	3
		C 2	1	5	1	0
6.	Tried out activities related to the job or career	W 2	2	3		2
		C 3	4	2		0
7.	Worked in this job or career field	W 3	2	1		2
		C 6	2	1		0
8.	Thought about racial, sex or other biases that may exist in the job or career field	W 5		3	1	
		C 5		3	1	
9.	Thought about the steps necessary to prepare for the job or career	W 1	2	4		2
		C 1	2	6		0
10.	Learned the range of pay for the job or career	W 3	2	3	1	
		C 2	3	3	0	
11.	Learned the level of schooling or type of training required to enter the job or career	W 1	2	2		4
		C 1	2	5		1
12.	Thought about the relevance of your current school program to the job or career field	W 2	3	1	0	3
		C 3	2	3	1	0

[1] W=WSCEP students, C=Comparison students

		Never	Once	Several Times	Once a Month	More Than Once a Month
		1	2	3	4	5
13.	Learned the employment demand of people in this job or career field	W 2	1	3		3
		C 2	3	3		1
14.	Thought about the lifestyle you would have with this job or career field (for example, the amount of money, working conditions, kind of friends)	W 1	2	3		3
		C 1	1	7	0	
15.	Thought about how well the job or career field matches your interests and abilities	W 1		4		4
		C 1		8		0

PLEASE STOP HERE.

WAIT TO BE TOLD HOW TO DO THE NEXT GROUP OF QUESTIONS.

INSTRUCTIONS

A. Look at the sample question below, but don't answer it until you have very carefully read the instructions below.

ALMOST ALWAYS TRUE FOR ME	SOME-TIMES TRUE FOR ME		SOME-TIMES TRUE FOR ME	ALMOST ALWAYS TRUE FOR ME
☐	☐	Some teenagers worry about school grades -BUT-	Other teenagers don't seem to worry about school grades	☐ ☐

B. To answer these questions, there are two steps.

1) First, decide whether YOU are more like the teenagers on the left side who worry about school grades OR the teenagers on the right side who don't seem to worry about school grades. Don't mark anything down yet, but first decide which type of teenager is most like you and go to that side.

2) Second, now that you have decided which side is most like you, decide whether that is almost always true for you or sometimes true for you. If it's only sometimes true, then put an X in the box under sometimes true; if it's almost always true for you, then put an X in the box under almost always true.

C. Now continue to do the numbers below. For each number, you check only one box.

	ALMOST ALWAYS TRUE FOR ME	SOME-TIMES TRUE FOR ME		SOME-TIMES TRUE FOR ME	ALMOST ALWAYS TRUE FOR ME
1.	W 2 C 2	5 4	Some teenagers feel bad when they let people down who depend on them -BUT-	Other teenagers don't let it bother them that much.	1 1	0 0
2.	W 0 C 1	6 3	Some teenagers think it's the responsibility of the community to take care of people who can't take care of themselves -BUT-	Other teenagers think that everyone should just take care of themselves.	2 3	0 0
3.	W 1 C 1	0 2	Some teenagers are interested in doing something about school problems -BUT-	Other teenagers don't really care to get involved in school problems.	6 4	7 0

	ALMOST ALWAYS TRUE FOR ME	SOME-TIMES TRUE FOR ME			SOME-TIMES TRUE FOR ME	ALMOST ALWAYS TRUE FOR ME	
	W 0	3			5	0	
4.	C 0	2	Some teenagers let others do most of the work in a group	-BUT-	Other teenagers help in a group all they can. 3	2	
5.	W 0	4	Some teenagers seem to find time to work on other people's problems	-BUT-	Other teenagers find taking care of their own problems more than enough to do. 2	2	R
	C 0	3			1	3	
6.	W 1	1	Some teenagers are interested in what other students in class have to say	-BUT-	Other teenagers don't care that much about what other students say. 5	1	R
	C 1	2			4	0	
7.	W 2	2	Some teenagers are interested in doing something about problems in the community	-BUT-	Other teenagers are not that interested in working on problems in the community. 4	0	R
	C 0	5			2	0	
8.	W 0	2	Some teenagers carefully prepare for community and school assignments	-BUT-	Other teenagers usually don't prepare that much. 6	0	R
	C 1	2			4	0	
9.	W 0	4	Some teenagers would rather not present ideas in a group discussion	-BUT-	Other teenagers feel comfortable in presenting ideas in a group discussion 3	1	
	C 0	4			0	3	
10.	W 3	3	Some teenagers let others know when they can't keep an appointment	-BUT-	Other teenagers don't call ahead when they can't make it. 2	0	R
	C 2	4			0	1	
11.	W 2	2	Some teenagers think people should only help people they know--like close friends and relatives	-BUT-	Other teenagers think people should help people in general--whether they know them personally or not. 3	0	
	C 2	2			3	0	
12.	W 0	0	For some teenagers, it seems too difficult to keep commitments	-BUT-	Other teenagers somehow manage to keep commitments. 7	0	
	C 0	2			4	1	
13.	W 1	5	Some teenagers' ideas are almost always listened to in a group	-BUT-	Other teenagers have a hard time getting the group to pay attention to their suggestions. 2	0	R
	CO	4			3	0	

	ALMOST ALWAYS TRUE FOR ME	SOME-TIMES TRUE FOR ME			SOME-TIMES TRUE FOR ME	ALMOST ALWAYS TRUE FOR ME	
14.	W 0 C 0	3 0	Some teenagers don't think they have much to say about what happens to them	-BUT-	Other teenagers think they can pretty much control what will happen to their lives.	4 5	1 2
15.	W 1 C 0	1 2	Some teenagers don't think it makes much sense to help others unless you get paid for it	-BUT-	Other teenagers think you should help others even if you don't get paid for it.	4 2	2 3
16.	W 2 C 1	4 3	Some teenagers are good at helping people	-BUT-	Other teenagers don't see helping others as one of their strong points.	2 2	0 1 R
17.	W 1 C 1	3 2	Some teenagers feel obligated to carry out tasks assigned to them by the group	-BUT-	Other teenagers don't feel that bound by group decisions.	3 4	1 0 R
18.	W 3 C 3	3 1	Some teenagers think when good things happen it's because of something they did	-BUT-	For others, there seems to be no reasons--it's just luck when things go well.	1 2	1 1 R
19.	W 0 C 1	4 4	Some teenagers prefer to have someone clearly lay out their assignments	-BUT-	Other teenagers prefer to make up their own lists of things to do.	3 1	1 1
20.	W 0 C 0	3 0	Some teenagers aren't that worried about finishing jobs they promised they would do	-BUT-	Other teenagers would feel really bad about it.	3 5	2 2 R
21.	W 0 C 0	3 3	Some teenagers think they are able to help solve problems in the community	-BUT-	Other teenagers don't think they can do anything about them because a few powerful people decide everything.	4 3	1 1 R

PLEASE STOP HERE.

WAIT TO BE TOLD HOW TO DO THE NEXT GROUP OF QUESTIONS.

INSTRUCTIONS

Read the sentences below and mark an "X" in the box that best describes you.

			Very often 1	Fairly often 2	Some-times 3	Once in a great while 4	Practically never 4
1.	How often do you worry about whether other people like to be with you?	W[1] 1	1	3	3	0	
		C 1	0	5	3	0	
2.	How often do you feel sure of yourself among strangers?	W 1	4	3	1		
		C 1	2	4	2		
3.	How often do you feel confident that someday people you know will look up to you and respect you?	W 2	0	4	3		
		C 2	1	1	5		
4.	How often do you feel self-conscious?	W 1	2	3	3		
		C 3	0	2	4		
5.	How often do you feel that you have handled yourself well at a party?	W 3	1	2	3	0	
		C 3	1	3	0	1	
6.	How often are you comfortable when starting a conversation with people whom you don't know?	W 0	4	2	2	1	
		C 3	1	2	3	0	
7.	How often are you troubled with shyness?	W 1	2	1	5	0	
		C 1	4	2	1	1	
8.	When you speak in a class discussion, how often do you feel sure of yourself?	W	5	3	1	0	
		C	3	3	2	1	
9.	When you have to talk in front of a class or a group of people of your own age, how often are you pleased with your performance?	W 1	3	4	1		
		C 1	1	5	2		
10.	How often do you worry about how well you get along with other people?	W 2	1	3	3		
		C 1	1	5	2		

PLEASE STOP HERE.

WAIT TO BE TOLD HOW TO DO THE NEXT GROUP OF QUESTIONS.

[1] W=WSCEP students, C=Comparison group students

INSTRUCTIONS

The purpose of this questionnaire is to measure the meaning which an idea or a kind of person has for you by having you rate it by a series of descriptive words. Please make your judgments on the basis of what the kind of person or idea means to you. Do not worry or puzzle over individual terms. It is your first impressions, your immediate responses, that are wanted. On the other hand, please do not be careless, because we do want your true impression.

Here is how you are to mark this questionnaire. There are seven positions between each pair of words. If you feel the kind of person or idea is very closely related to one end of the scale, place your check mark next to that word (e.g., Hot: X : : : : : :Cold). If you feel the idea or person is closely related to one end of the scale (but not extremely), place your check mark as follows: Hot: :X: : : : : :Cold. If the idea or person seems only slightly related to one side as opposed to the other (but not really neutral) place your check mark as follows: Hot: : :X: : : : :Cold.

ADULTS

		(1)	(2)	(3)	(4)	(5)	(6)	(7)	
1.	Friendly	W 4 / C 1	1 / 2	1 / 2	1 / 3		0 / 1		Unfriendly
2.	Powerless	W / C		1 / 0	1 / 5	4 / 1	0 / 3	1 / 0	Powerful
3.	Boring	W 0 / C 1	1 / 1	1 / 0	1 / 2	2 / 3	0 / 2	2 / 0	Interesting
4.	Confident	W 3 / C 0	1 / 4	1 / 1	2 / 2	0 / 1		0 / 1	Insecure
5.	Honest	W 3 / C 2	3 / 3	0 / 2	0 / 2				Dishonest
6.	Changing	W 1 / C 2	0 / 2	1 / 2	1 / 2	1 / 0	1 / 1	1 / 0	Settled
7.	Selfish	W 0 / C 1		0 / 1	2 / 2	2 / 0	1 / 1	2 / 3	Unselfish
8.	Successful	W 2 / C 2	2 / 1	1 / 0	1 / 6	1 / 0			Unsuccessful
9.	Smart	W 0 / C 3	1 / 2	4 / 0	1 / 3		1 / 0	0 / 7	Dumb
10.	Unfair	W / C	1 / 0	0 / 1	1 / 0	1 / 2	2 / 2	2 / 4	Fair
11.	Competent	W 0 / C 2	3 / 1	1 / 0	0 / 6		1 / 0		Incompetent
12.	Stubborn	W 1 / C 2		0 / 1	1 / 1	3 / 0	1 / 4	1 / 1	Flexible
13.	Kind	W 3 / C 3	2 / 2	1 / 1	1 / 1	0 / 1	0 / 1	/	Mean
14.	Serious	W 0 / C 1	0 / 1	0 / 1	1 / 3	1 / 1	3 / 1	2 / 1	Fun-loving

GO ON TO NEXT PAGE.

BEING ACTIVE IN YOUR COMMUNITY

		(1)	(2)	(3)	(4)	(5)	(6)	(7)	
1.	Smart	W 0 / C 1	3 / 2	3 / 2	2 / 4				Dumb
2.	Unusual	W / C		1 / 1	2 / 4	3 / 1	1 / 2	1 / 1	Usual
3.	Youthful	W 0 / C 1		1 / 0	1 / 4	2 / 2	2 / 2	2 / 0	Mature
4.	Easy	W 3 / C 0	1 / 2	3 / 1	1 / 4	0 / 1		0 / 1	Difficult
5.	Important	W 2 / C 1	1 / 2	0 / 2	4 / 3	1 / 1			Unimportant
6.	Boring	W / C		0 / 2	2 / 2	2 / 4	3 / 0	1 / 1	Interesting
7.	Modern	W 2 / C 3	3 / 2	1 / 3	2 / 1				Old-fashioned
8.	Selfish	W 1 / C 0		2 / 1	2 / 3	1 / 2	0 / 1	2 / 2	Unselfish
9.	Useless	W / C		1 / 0	2 / 2	1 / 3	1 / 2	3 / 2	Useful
10.	Honest	W 4 / C 2	2 / 6	1 / 0	1 / 1				Dishonest
11.	Something I will do	W 2 / C 2	1 / 1	2 / 1	2 / 5			1 / 0	Something I Won't do

PLEASE STOP HERE.

WAIT TO BE TOLD HOW TO DO THE NEXT GROUP OF QUESTIONS.

INSTRUCTIONS:

This is not a test. I am just trying to find out how kids your age think about certain things. I am going to ask you some questions to see how you feel about these things. There are no right or wrong answers to these questions. Some kids say "Yes" and some say "No." When I ask the question, if you think your answer should be yes, or mostly yes, say "Yes." If you think the answer should be no, or mostly no, say "No." Remember different people give different answers, and there is no right or wrong answer. Just say "Yes" or "No," depending on how you think the question should be answered. If you want me to repeat a question, ask me. Do you understand? All right, listen carefully, and answer "Yes" or "No."

		W
1.	When somebody gets mad at you, do you usually feel there is nothing you can do about it?	3
2.	Do you really believe a kid can be whatever he/she wants to be?	5
3.	When people are mean to you, could it be because you did something to make them be mean?	5
4.	Do you usually make up your mind about something without asking someone first?	7
5.	Can you do anything about what is going to happen tomorrow?	2
6.	When people are good to you, is it usually because you did something to make them be good?	3
7.	Can you ever make other people do things you want them to do?	5
8.	Do you ever think that kids your age can change things that are happening in the world?	6
9.	If another kid were going to hit you, could you do anything about it?	6
10.	Can a person your age ever have his own way?	5
11.	Is it hard for you to know why some people do certain things?	3
12.	When someone is nice to you, is it because you did the right things?	4
13.	Can you ever try to be friends with another kid even if he/she doesn't want to?	4
14.	Does it ever help any to think about what you will be when you grow up?	6
15.	When someone gets mad at you, can you usually do something to make him/her your friend again?	4
16.	Can kids your age ever have anything to say about where they are going to live?	5
17.	When you get in an argument, is it sometimes your fault?	3
18.	When nice things happen to you, is it only good luck?	2
19.	Do you often feel you get punished when you don't deserve it?	2
20.	Will people usually do things for you if you ask them?	1
21.	Do you believe a kid can usually be whatever he/she wants to be when he/she grows up?	3

	Yes	
	W	C
22. When bad things happen to you, is it usually someone else's fault?	1	1
23. Can you ever know for sure why some people do certain things?	1	2

PLEASE STOP HERE.

WAIT TO BE TOLD HOW TO DO THE NEXT GROUP OF QUESTIONS.

APPENDIX D
(Continued)

Indicate the degree to which you agree or disagree with each of the following statements by circling the appropriate response.

		STRONGLY AGREE 1	AGREE 2	UNDECIDED 3	DISAGREE 4	STRONGLY DISAGREE 5
1. I don't think public officials care much about what people like me think.	W	0	3	5	1	
	C	1	1	7		
2. The way people vote is the main thing that decides how things are run in this country.	W	1	4	4		
	C	1	5	3		
3. Voting is the only way that people like me can have any say about how the government runs things.	W	3	2	3	0	
	C	1	2	3	3	
4. People like me don't have any say about what the government does.	W	1	1	1	5	1
5. Sometimes politics and government seems so complicated that a person like me can't really understand what's going on.	W	1	3	3	1	
	C	1	6	1	1	

PLEASE STOP HERE.

WAIT TO BE TOLD HOW TO DO THE NEXT GROUP OF QUESTIONS.

INSTRUCTIONS

	STRONGLY AGREE 1	AGREE 2	UNDECIDED 3	DISAGREE 4	STRONGLY DISAGREE 5

To each of the five statements below, (1) first, indicate to what degree you agree or disagree with each statement by circling the appropriate response, and (2) second, indicate how strongly you feel about that statement by circling the appropriate response.

1.	The civic organizations like the Lions, J.C.'s, and others have too much say about affairs in the city.	W	0	1	9	1
		C	1	0	8	0
	How strongly do you feel about this?					
2.	The officials of the state government have too much say about the running of the city.	W		4	5	0
		C		7	1	1
	How strongly do you feel about this?					
3.	The ordinary citizen doesn't have a chance to say much about how things are run.	W		2	5	2
		C		5	0	4
	How strongly do you feel about this?					
4.	The local courts are sometimes unfair to the little man.	W	0	2	4	2
		C	2	4	3	0
	How strongly do you feel about this?					
5.	The businessmen in this community have too much influence over how things are run.	W	0	2	6	1
		C	1	3	4	1
	How strongly do you feel about this?					

PLEASE STOP HERE.

WAIT TO BE TOLD HOW TO DO THE NEXT GROUP OF QUESTIONS.

APPENDIX E

WARM SPRINGS CAREER EDUCATION PROJECT (WSCEP)

END-OF-PROJECT QUESTIONNAIRE

You are ready to end your participation in WSCEP. This questionnaire asks some of the same questions that you may have been asked when you started and adds some new ones that cover your career plans, personal experiences and ideas about WSCEP and what you have learned. If you have any questions while you are completing the survey please ask for assistance. Ignore the numbers in parentheses in the left margins. These numbers are for data processing purposes only.

1. What do you expect to be doing one year after completing high school? *(Check one or more answers)*

W	C	
5*	3	1. ☐ Working full-time
0	2	2. ☐ Entering an apprenticeship or on-the-job training program
1	0	3. ☐ Going into regular military service or to a service academy
0	1	4. ☐ Attending a vocational, technical, trade or business school
6	2	5. ☐ Attending a junior or community college
2	2	6. ☐ Attending a four-year college or university
4	0	7. ☐ Working part-time
4	1	8. ☐ Other (travel, take a break)
9	2	9. ☐ I have no idea what I'll be doing

2. How far do you plan to pursue your formal education? *(check one)*

1	0	1. ☐ Don't plan to finish high school
8	5	2. ☐ Graduate from high school
2	3	3. ☐ High school plus one or two years of college, community college or special training
2	2	4. ☐ High school plus three or more years of college, community college or special training
1	0	5. ☐ Graduate from four-year college
0	0	6. ☐ Graduate or professional training beyond college

*Numbers shown under W represent the number of WSCEP students, out of 19, who responded to a particular item. Numbers shown under C represent the number of comparison group students, out of 10, who responded to particular item.

3. List two jobs you feel you might like to hold after completing your education. Give the vocation rather than location. *(For example, say "a drafter" rather than "working at National Engineering.")*

4. Have you observed or directly worked at either or both of the two preferred jobs listed for question 3?

W	C	
4	2	1. ☐ I observed or worked at both jobs
4	4	2. ☐ I observed or worked at one of these two jobs
5	3	3. ☐ I did not observe or work at either job

5. How sure are you of steps to prepare for and enter the job which you would most like to hold after graduation?

5	3	1. ☐ Do not know where to begin
11	4	2. ☐ Have some idea
0	3	3. ☐ Steps pretty clear
2	0	4. ☐ Steps quite clear

6. Do you feel you will be able to complete the necessary steps for this job?

7	4	1. ☐ Yes
10	6	2. ☐ Not sure
0	0	3. ☐ Probably not

7. What aspects of your learning experience this year (if any) influenced your choice of potential careers? *(Check as many as apply.)*

2	2	1. ☐ None
3	2	2. ☐ I talked to teachers or a counselor about my choices
3	3	3. ☐ I talked to people who work at the jobs
7	5	4. ☐ I talked with relatives or friends about my choices
5	1	5. ☐ I had experience in observing or trying out the jobs
2	2	6. ☐ I read about the jobs
3	0	7. ☐ Other *(please write in)* _____

_____

8. a. Are there any jobs that last year seemed interesting that you now feel do not match your interests or abilities?

	W	C	
Yes	4	2	1. ☐ Yes 2. ☐ No
No	12	8	

b. If yes, list these jobs _____

_____

c. Why do you now feel that the job(s) no longer match your interests or abilities? _____

_____

_____

_____

d. What caused you to change your mind about the job(s)? *(Check one or more of the following.)*

W	C	
0	1	1. ☐ Advice from teachers or a counselor
1	0	2. ☐ Advice from relatives or friends
2	0	3. ☐ Advice from someone who works at the job(s)
0	1	4. ☐ Information I have read about the job(s)
3	1	5. ☐ Experience in observing or trying out the job(s)
4	1	6. ☐ My interests have changed
3	0	7. ☐ I don't know
0	0	8. ☐ Other *(please state your reason)* _____

_____

_____

9. In the following statements, please give your opinion concerning the places men and women should hold in the work world. *(Circle the number for each statement that most closely represents your opinion)*

WSCEP

	Strongly Disagree 1	Disagree 2	Not Sure 3	Agree 4	Strongly Agree 5
a. Women and men are equally capable of being a forestry logger.	0	9	9	1	0
b. People should not have to work under supervisors who are members of the opposite sex.	1	13	2	3	0
c. It is more important for a male to plan a career than it is for a female.	3	6	6	2	1

		WSCEP				
		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
		1	2	3	4	1
d.	Women and men should have an equal opportunity for top management positions in the Tribe.	1	0	5	11	2
e.	There is no reason why a man can't be a nurse.	0	1	9	7	2
f.	Woman should have a right to hold jobs outside the home.	1	1	4	12	1
g.	A woman has to choose between raising a family and having a job.	0	7	9	2	1

10. We would like you to answer some questions about how you feel about yourself and your communication with others. *(Circle the number for each question that most closely represents how you feel)*

1.	I feel that other people see me as having good qualities.	0	0	12	7	0
2.	I take a positive attitude (think good about) toward myself.	0	1	4	14	0
3.	I feel useless most of the time.	3	9	5	1	0
4.	I do not expect to be a success in life.	4	5	10	0	0
5.	Everyone else seems more confident than I.	1	6	10	2	0
6.	I am not good at the things that really count in life.	1	10	5	3	0
7.	I am fun to be with.	0	1	1	5	1
8.	I do some things better than anyone else I know.	0	4	11	4	0
9.	I am not an interesting person.	0	7	11	1	0
10.	I know what my good points are.	0	2	4	11	2
11.	Being Indian makes me feel good about myself.	0	0	4	7	8

WSCEP

	Strongly Disagree 1	Disagree 2	Not Sure 3	Agree 4	Strongly Agree 5
12. While talking with an adult I feel very nervous.	0	7	6	5	1
13. I like to express my opinion in group discussions.	4	5	9	1	0
14. My thoughts become confused when I speak before a group.	2	2	8	6	1
15. Talking with people in authority, like a boss, causes me to feel tense.	0	7	5	6	0
16. I feel relaxed and comfortable while speaking with people my own age.	0	0	3	14	2
17. I feel self-conscious when I am asked to answer a question or give an opinion.	0	2	12	3	1
18. I feel comfortable talking with Indian adults.	0	2	6	8	2
19. I would feel comfortable if I had to talk to someone important in a job interview.	0	5	7	7	0
20. People that I talk to think that what I have to say is important.	0	0	16	3	0
21. I am able to speak easily and clearly in conversations.	0	3	6	9	0
22. It is hard for me to think clearly when talking with an adult.	1	7	5	5	1
23. I can explain things well to somebody else.	0	2	9	7	0
24. I don't feel comfortable talking with non-Indian adults	1	5	10	2	0
25. When talking with an adult I usually give them a bad impression of myself.	2	8	8	1	0
26. People think that I am a good listener.	0	2	15	2	0
27. I would feel nervous if I had to use the telephone to make an appointment.	1	11	5	2	0
28. I can explain directions clearly to someone else.	2	0	10	7	0
29. I am usually embarrassed to ask questions if I don't understand something.	0	8	5	5	1

11. Directions

Listed below are 20 job titles. For each job, check whether or not that job now exists on the Warm Springs Reservation. If you do not know, leave that item blank. Check under YES if you think that job now exists on the reservation and NO if you think the job does not exist on the reservation.

C YES	NO	JOB TITLE	WSCEP YES	NO	C YES	NO	JOB TITLE	WSCEP YES	NO
		1. Bookkeeper	14	3			11. Social worker	16	2
		2. Police	18	1			12. Heavy equipment operator	18	1
		3. Computar operator	14	2			13. Nurse	18	1
		4. Logger or mill worker	19	0			14. Architect	7	4
		5. Postal clerk	17	1			15. Medical doctor	15	1
		6. Fish hatchery worker	18	1			16. Forestry technician	16	3
		7. Alcohol/drug counselor	18	1			17. Personnel specialist	9	3
		8. Photographer	17	1			18. Auto mechanic	18	0
		9. Welder	12	3			19. Airplane pilot	5	8
		10. Dental hygienist	13	1			20. Electrician	12	4

APPENDIX E
(Continued)

This set of questions is intended to find out your opinion about certain areas related to Indian culture. There are no right or wrong answers. What we want to know is the opinion of young people. After you have completed this form put it in the large envelope provided by the staff. The forms of individual students will not be seen by the staff. Our evaluators will analyze the data for all students and provide a group report.

A. LOOK AT THE SAMPLE QUESTION BELOW, BUT DON'T ANSWER IT UNTIL YOU HAVE VERY CAREFULLY READ THE INSTRUCTIONS BELOW.

Almost Always True For Me	Sometimes True For Me		Sometimes True For Me	Almost Always True For Me
		Some teenagers worry about school grades -BUT-	Other teenagers don't seem to worry about school grades	
__	__			__

B. To answer these questions, there are two steps.

1) First, decide whether YOU are more like the teenagers on the left side who worry about school grades OR the teenagers on the right side who don't seem to worry about school grades. Don't mark anything down yet, but first decide which type of teenager is most like you and go to that side.

2) Second, now that you have decided which side is most like you, decide whether that is almost always true for you or sometimes true for you. If it's only sometimes true, then put an X on the line under sometimes true, if it's almost always true for you, then put an X on the line under almost always true.

C. Now continue to do the numbers below. For each number, you only check one line.

For WSCEP Students Only

Almost Always True For Me	Sometimes True For Me		Sometimes True For Me	Almost Always True For Me
		Some people would rather have a job where they make a medium income but have a chance to help others on the reservation through their work -BUT-	Other people would rather have a large income even if they can't help others on the reservation through their work	
0	4			9 1
		Some people are not very aware of the feelings of others -BUT-	Other people are very sensitive to people's feelings and try not to hurt them	
5	5			2 0

	Almost Always True For Me	Some-times True For Me			Some-times True For Me	Almost Always True For Me
c.	0	3	Some people feel that the career opportunities on the reservation in the next 10 years will be limited	-BUT-	Others feel there will be good job opportunities here in a variety of careers over the next 10 years	7 4
d.	2	8	Some young people will be interested in interview-ing elders in their tribe about their life when they were younger	-BUT-	Other young people are not interested in the history of their elders	2 0
e.	0	4	Some people are not interested in learning about the languages spoken on the reservation	-BUT-	Others would like to learn at least the basic of a second language	6 2
f.	0	1	Some people don't think it makes much sense to help others unless you get paid for it	-BUT-	Others think you should help others even if you don't get paid for it	4 6
g.	0	5	Some people feel their family is always interfer-ing with their life	--BUT-	Others appreciate a close family support	4 4
h.	5	7	Some people feel a close attachment to the land on which they live		Others feel no closer attachment to the land than they do to money	0 3
i.	6	4	Some people on the reservation feel proud to be a Native American	-BUT-	Others feel that a person's race makes little difference	2 1
j.	0	5	Some people enjoy material things like money more than spiritual things	-BUT-	Other people value spiritual things higher than material things	4 4
k.	3	10	Some people are willing to volunteer time being on a tribal advisory council to help their people	-BUT-	Other people feel it is a waste of time to be on an advisory council	1 2

Almost Always True For Me	Some-times True For Me			Some-times True For Me	Almost Always True For Me
9	6	Some people believe in Indian self-determination	-BUT-	Other people would rather let some one else do the work for them	0	0
1	5	Some people like to be competitive regardless of the effect on others	-BUT-	Other persons feel competition isn't always a good thing	5	3
5	5	Some people highly regard the spiritual aspects of life on the reservation	-BUT-	Other people are more concerned with material things	2	1

How would you rate the overall quality of WSCEP?

Poor — Excellent

1	2	3	4	5
0	0	6	8	5

If you had it to do over again. do you think you would decide to participate in WSCEP?

Definitely no — Definitely yes

1	2	3	4	5
0	0	10	3	6

In comparison with the regular high school program, how much opportunity did WSCEP provide you for learning about occupations?

Much less — About same — Much more

1	2	3	4	5
0	2	5	8	4

In comparison with the regular high school program, how much opportunity did WSCEP provide you for general learning?

Much less — About same — Much more

1	2	3	4	5
0	3	10	3	3

In comparison with past experiences in the regular high school program, how motivated were you to learn in WSCEP?

Much less — About same — Much more

1	2	3	4	5
1	1	5	7	5

18. The following is a list of things which some people have said might be learned in WSCEP. Please read each item in the list. For each item ask yourself whether it is something that this program helped you learn. *(Circle the appropriate answer)*

Comparison Mean		WSCEP Strongly Disagree 1	Disagree 2	Not Sure 3	Agree 4	Strongly Agree 5	WSCEP Mean
	The activities in this program helped me learn:						
2.90	a. About career opportunities available on the reservation.	0	0	3	14	2	3.9
3.60	b. To improve in reading.	0	3	8	7	0	3.2
3.40	c. To improve in mathematics.	0	2	8	9	0	3.3
3.70	d. More about my own skills and abilities.	0	0	11	5	3	3.8
3.30	e. To increase my attendance in the program.	0	1	9	6	2	3.5
3.90	f. How to prepare for a career of interest.	0	0	5	10	4	3.9
3.10	g. Self-confidence in talking with adults.	0	0	12	6	1	3.4
3.70	h. More positive attitudes toward the reservation.	0	0	4	11	4	4.0
3.90	i. More positive attitudes toward wanting to learn.	0	0	5	11	3	3.9
3.50	j. What career(s) I would like to enter.	0	1	10	6	1	3.3
	k. What careers I would <u>not</u> want to enter.						

19. The following list describes some features of a job site experience. Please describe your particular experience by circling the appropriate number from 1 (Practically Never) to 5 (Very Often).

	Practically Never 1	Once in a Great While 2	Some-times 3	Fairly Often 4	Very Often 5
a. Had adult responsibilities	1	4	6	7	1
b. Had challenging tasks	0	2	9	6	2
c. Made important decisions	0	3	9	5	2
d. Discussed my experiences with teachers	4	6	6	3	0

WSCEP

	Practically Never 1	Once in a Great While 2	Some-times 3	Fairly Often 4	Very Often 5
e. My ideas were ignored	5	3	5	4	0
f. What I did was interesting	0	2	4	10	2
g. Did things myself instead of observing	0	1	7	5	4
h. Given enough training to do my tasks	0	2	6	8	2
i. I was given clear directions	0	0	4	10	4
j. Had freedom to develop and use my ideas	0	1	9	6	2
k. Discussed my experiences with my family and friends	3	3	3	7	2
l. Adults at site took personal interest in me	0	4	7	6	1
m. Had freedom to explore my own interests	0	1	9	5	3
n. Had variety of tasks to do at the site	0	0	8	7	3
o. I never got help when I needed it	6	3	4	3	2
p. Was appreciated when I did a good job	0	0	8	8	2
q. Adults criticized me or my work	10	4	3	1	0
r. Felt I made a contribution	1	5	7	4	1
s. Applied things I've learned in school to my community placement	0	2	10	3	1
t. Applied things I've learned in my community placement to school	0	3	11	2	0

What do you think were the <u>two</u> greatest <u>strengths</u> of this WSCEP? *(Check the two responses you feel are most applicable or write in your own answer)*

1. __ Learning about one or more careers
2. __ Learning about "real life" situations and responsibility
3. __ The staff really listened to me and helped me
4. __ A chance to earn money

5. 6 A chance to earn school credit outside of the regular classroom

6. 3 Being in an all Indian program

7. 3 Experiences in working with adults on the reservation

8. __ Other *(Write in)* _____

_____

What do you think were the <u>two</u> greatest <u>weaknesses</u> of this WSCEP? *(Check the two responses you feel are most applicable or write in your own answer)*

1. 2 Not enough help in reading

2. 5 Not enough help in math

3. 1 Inadequate supervision of students on job sites

4. 5 Lack of variety of job sites to meet students' interests

5. 5 Some students were not adequately prepared to work on their own

6. 2 Problems in the organization or staffing of the program

7. 2 Too much paperwork

8. 4 The staff expected too much/too little of us *(Select one)*

9. 4 Other *(Write in)* _____

_____

What suggestions do you have for improving the project? _____

_____

_____

_____

THANK YOU FOR YOUR ANSWERS!

E-12

APPENDIX F

EBCE ESSENTIAL CHARACTERISTICS CHECKLIST

• Site _____

Respondent _____ Date _____

For each area, rate the project on a five-point scale using the anchor points indicated for each area. Place the number 1 to 5 that most clearly represents your opinion in the box by each area.

I. EBCE is an individualized program.

A. Ongoing staff assessment of student needs, interests and abilities in Basic Skills, Life Skills and Career Development:

[4]
[1] There is no ongoing assessment in two or more of these areas.
[5] Student needs, interests and abilities are continually assessed.

B. Participation in assessment:

[5]
[1] Students play a passive role in the assessment process.
[5] Students play an active role in the assessment process.

C. Individual negotiation:

[ ]
[1] All student projects are preassigned and not subject to negotiation.
[5] All student projects allow for negotiation between student and staff.

D. Integration

[4]
[1] Student projects are not integrated with a student's prior experiences.
[5] Individual assessment and accountability are integrated with program learning strategies when learning plans are negotiated.

E. Accountability standards (a set of learning and behavioral expectations for students as members of the EBCE 'community'):

[1]
[1] There are few if any accountability standards.
[5] Clear accountability standards exist and give students the necessary flexibility to meet basic program expectations.

II. EBCE is a community-based program.

A. Community input into program planning and operation:

[4]
[1] No mechanism currently exists for obtaining community input.
[5] A systematic mechanism exists for procuring and utilizing community input.

II. EBCE is a community-based program. (continued)

B. Role of the program advisory board:

[1] [1] There is no program advisory board.
[5] The program advisory board takes an active role in direction of the program by providing program input.

C. Community members and student learning:

[1] [1] Community members are not involved in student learning activities.
[5] Community members serve as resource instructors and certifiers of student learning.

D. Provision for community instructor training/development activities:

[1] [1] There are no community instructor training/development activities.
[5] There are at least four, regularly scheduled community instructor training/development activities each year.

III. EBCE is an experience-based program and is built from the career activities of adults.

A. Mode of learning:

[2] [1] Students are instructed in a passive or school-like mode.
[5] Active, realistic, lifelike learning activities are provided for all students.

B. Student activity:

[5] [1] Students have little or no role in planning and scheduling their activities.
[5] Students have the responsibility for budgeting their time and managing their daily activities.

C. Utilization of resources for learning:

[3] [1] Secondary resources (textbooks, courses) are given priority.
[5] Primary resources (people, institutions such as libraries and museums, events) are given priority.

D. Community learning activities:

[4] [1] Adult activities in the community are not utilized in student learning.
[5] Adult activities in the community serve as the primary context for student learning.

III. EBCE is an experience-based program and is built from the career activities of adults. (continued)

E. Reference population:

[3] [1] Teachers and school work are the primary referent.
[5] Adults in the world of work are the primary referent.

F. Community learning potential:

[4] [1] No analysis is made of the learning potential of the local community.
[5] There is systematic analysis that enables staff and students to take full advantage of the learning potential of the local community.

IV. EBCE must have its own identity and must be comprehensive and integrated.

A. Program requirements and processes:

[3] [1] Regular high school requirements and processes are used to determine student learning plans.
[5] EBCE program requirements and processes determine student learning plans.

B. Program completion requirements:

[1] [1] Program completion requirements are vague, unspecified or not differentiated from the regular high school requirements.
[5] Program completion requirements are clearly defined and consistent with program goals and local requirements.

C. Curriculum:

[5] [1] The curriculum structure includes experiences in no more than one of the following areas: Basic Skills, Life Skills, Career Development.
[5] The curriculum structure includes experiences in all of the above areas.

D. Survival competencies:

[2] [1] There are no performance-based survival competencies in the program.
[5] There are at least ten performance-based survival competencies in the program.

E. Interrelatedness of curriculum areas and student learning:

[ ] [1] Curriculum content areas, such as chemistry, are emphasized separately.
[5] Emphasis is on interrelated curriculum areas and this is demonstrated by the student learning activities.

V. The EBCE program places a major emphasis on the career development of students.

A. Types of community learning situations:

[1] There are no employer/community learning sites.

[4]

[5] Provision is made for different types and levels of learning situations at employer/community sites.

B. Emphasis at learning sites:

[1] Students are paid for their contributions on employer/community sites.

[3]

[5] Students are on employer/community sites for learning about careers, not to earn money.

C. Career decision making:

[1] Students are not encouraged to improve their career decision making processes.

[3]

[5] Students are required to gather information about themselves and the world of work and apply this information in career decision making.

D. Reflections on student experiences:

[1] There are few or no opportunities for student self-evaluation.

[4]

[5] Students are encouraged to reflect on experiences and evaluate their own strengths, weaknesses and progress.

APPENDIX G

EBCE PROCESS CHECKLIST

Site _____

Respondent _____ Date _____

I. OBJECTIVES

For each objective listed below please check whether it applies to all, some or none of your EBCE students. Also list any additional student outcomes that your project may have. (Please note that the Life Skills curriculum area is not included here because it is addressed in Section III B.)

	USED WITH: All Students	Some Students	No Students
Career Development			
1. Students will increase their knowledge of their own aptitudes, interests and abilities and apply this understanding to their potential career interests.	X		
2. Students will increase their knowledge of social, governmental and economic issues and trends in the world of work.		X	
3. Students will develop the general skills of job finding, job application, on-the-job negotiation and dependability necessary in daily work interactions.	X		
4. Students will analyze potential careers for financial and psychological inducements, preparation needs and preparation programs available.		X	
Basic Skills			
5. Students will improve in their performance level of fundamental basic skills (reading, writing, oral communication and mathematics).	X		

	USED WITH: All Students	Some Students	No Students
6. Students will be able to perform applied skill tasks related to careers of interest to them.	X		
7. Students will become aware of the level of basic skills needed to enter careers of interest to them and will understand the relationship of that level to their current basic skills proficiency.		X	
8. Students will demonstrate an increased willingness to apply basic skills to work tasks and to everyday problems.	X		
Experiential Outcomes			
9. Students will broaden the range of sources they use (people, events, institutions, laws, books, etc.) in gathering information for work and decision making.	X		
10. Students will demonstrate the ability to conduct conversation with an advit that reveals the student's self-confidence and understanding of the other person's message and feelings.	X		
11. Students will demonstrate an increase in self-initiated behaviors and in assuming responsibility for carrying out and evaluating tasks which they agree to complete.	X		
12. Students will demonstrate an increase in behaviors that reveal a tolerance for people and institutions having different values, ideas or background than themselves; an openness to change and a willingness to trust others when circumstances warrant.	X		

	USED WITH: All Students	Some Students	No Students
13. Students will include data from their total sensory system as part of their input into their decision-making processes.	X		
14. Students will be able to assume adult responsibilities and relationships in a positive and self-confident manner.		X	
15. Students who select a career area to pursue will acquire specific job skills while at employer sites related to their career area.		X	
16. Other outcomes *(please list)* _____			
_____			
_____			
_____			
_____			

II. MANAGEMENT AND ORGANIZATION PROCESSES

Please check the appropriate response that describes the current status of your project on each of the following dimensions.

1. Has the district school board approved the project?

   [X] 1. Approved in writing [ ] 2. Verbally approved [ ] 3. Not approved

2. Has the state department of education approved the project?

   [ ] 1. Approved in writing [ ] 2. Verbally approved [X] 3. Not approved

3. Does the project meet all legal and fair labor practice requirements?

   [ ] 1. Yes [X] 2. Meets most requirements [ ] 3. No

   (If you select "meets most requirements" or no," please explain.)

4. Are the following staff roles being used? *(Check those roles actually defined and used.)*

- [X] Project director
- [X] Learning manager
- [X] Employer relations specialist
- [X] Learning resource specialist
- [ ] Student coordinator
- [ ] Learning assistant
- [ ] Aides
- [ ] Others *(list)* _____

III. CURRICULUM AND INSTRUCTION PROCESSES

A. Competencies

Of the following competencies check those, if any, that are part of your program. List any competencies your site may have added. Indicate if they are required of all students or are optional. If your site uses competencies differently than as described on pages 331-407 of the NWREL EBCE Curriculum & Instruction handbook, please explain the differences on the back of this sheet.

	Required	*Optional*	*Used Differently Than in the Handbook*	*Not Used*
1. Transact business on a credit basis				
2. Maintain checking account		X		
3. Provide adequate insurance for yourself, family and possessions	X			
4. File state and federal taxes	X			
5. Budget time and money effectively		X		
6. Maintain good physical health and make effective use of leisure time		X		
7. Respond appropriately to fire, police and physical health emergencies		X		
8. Participate in the electoral process		X		

	Required	Optional	Used Differently Than in the Handbook	Not Used
9. Understand the basic structure and function of local government	X			
10. Explain personal legal rights		X		
11. Make appropriate use of public agencies	X			
12. Make application for employment and successfull hold a job	X			
13. Operate and maintain an automobile		X		
14. Other competencies *(please list)* _____				
_____				
_____				

B. Student Projects

1. *Check those projects, if any, that are part of your program. List any student projects your site may have added. Indicate if they are required of all students or are optional. If your site uses student projects differently than described on pages 189-273 of the NWREL EBCE Curriculum & Instruction handbook, please explain the differences on the back of this sheet.*

	Required	Optional	Used Differently Than in the Handbook	Not Used
1. Creative development predesigned project				X
2. Creative development individual project				X
3. Critical thinking predesigned project	X			
4. Critical thinking individual project	X			
5. Functional citizenship predesigned project	X			
6. Functional citizenship individual project		X		

	Required	Optional	Used Differently Than in the Handbook	Not Used
7. Personal/social development predesigned project		X		
8. Personal/social development individual project		X		
9. Science predesigned project				X
10. Science individual project				X
11. Others _____				
_____				
_____				

(67,68) 2. How many projects is each student expected to complete each year? 5

3. On individually prepared Life Skills projects, who generally does the following? *(Check responses that apply)*

1. Selects the topics	[X] 1. Students	[ ] 2. Staff	[ ] 3. Both
2. Determines the objectives and activities	[ ] 1. Students	[ ] 2. Staff	[X] 3. Both
3. Evaluates the results	[ ] 1. Students	[ ] 2. Staff	[X] 3. Both

C. Exploration Package

1. Are the exploration packages--

- [ ] 1. Required of all students
- [ ] 2. Required of some students
- [ ] 3. Optional for students
- [ ] 4. Used differently than described on pages 105-185 of the NWREL EBCE Curriculum & Instruction handbook. If so, please explain the differences.

2. How many explorations, if any, are required of students in your program? *

_____

*Not used at this time.

3. Who selects the exploration sites for an individual student?

- [ ] 1. EBCE staff
- [ ] 2. The student
- [x] 3. Staff and student jointly
- [ ] 4. Other *(please specify)*

4. What is the average length of each exploration in hours? 12

D. Learning Level Process

1. Are learning levels--

- [ ] 1. Required of all students
- [ ] 2. Required of some students
- [ ] 3. Optional for students
- [ ] 4. Used differently than described on pages 277-327 of the NWREL EBCE Curriculum & Instruction handbook. If so, please explain the differences.*

2. How many learning level experiences, if any, are required of students in your program?_____

3. What is the average length of each learning level in hours?_____

E. Student Journals

1. What are the primary purposes served by the journals?

- [x] 1. Analyzing and integrating career awareness information
- [x] 2. Developing communications skills
- [x] 3. Helping students know themselves better
- [x] 4. Developing trust relationships with an adult
- [ ] 5. Other *(please list)* _____

2. Are student journals--

- [x] 1. Required of all students
- [ ] 2. Required of some students
- [ ] 3. Optional for students
- [ ] 4. Used differently than described on pages 411-451 of the Curriculum & Instruction handbook. If so, please explain the differences.

*Not used at this time.

3. Approximately how often are students required to write journal entries?

[x] 1. Daily [ ] 2. Weekly [ ] 3. Biweekly [ ] 4. Monthly [ ] 5. Other

4. How often are students required to turn in their journals to a staff member?

[x] 1. Daily [ ] 2. Weekly [ ] 3. Bimonthly [ ] 4. Monthly [ ] 5. Other

F. Student Seminars by Employers

1. Approximately how many seminars with employer or community resource people have you held for students or do you plan to hold this school year? 6

G. Skill Building Level

1. Will skill building levels at employer sites be--*

[ ] 1. Required of all students
[ ] 2. Required of some students
[ ] 3. Optional for students
[ ] 4. Used differently than described on pages 277-327 of the NWREL EBCE Curriculum & Instruction handbook. If so, please explain the differences.

2. If skill building levels are an intended part of your program, have any students begun them yet? [ ] 1. Yes [ ] 2. No

H. Special Placements

1. Are "special placements" of students at employer or community sites for Life Skills or Basic Skills an option within your program?

[ ] 1. Yes [x] 2. No

2. If "special placements" are a part of your program, have any students begun them yet? [ ] 1. Yes [ ] 2. No

I. Specific Curriculum Materials

Please indicate which of the following materials are used by students in your program.

	USED BY:		
	All Students	*Some Students*	*No Students*
1. Individualized Learning for Adults (ILA) Basic Skills materials		x	
2. Career Information System (CIS)	x		

*Not used at this time.

3. Other materials *(please specify)*	*USED BY: All Students*	*Some Students*	*No Students*
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

J. Program Completion Requirements

1. Does your project have written program completion requirements that are clearly defined? ☐ 1. Yes ☒ 2. No

2. If yes, are the requirements like those described on pages 52-53 of the NWREL EBCE Curriculum & Instruction handbook? ☐ 1. Yes ☐ 2. No
If no, please describe the differences.

IV. STUDENT SERVICES

A. Student Recruitment

1. Has student recruitment been aimed at a cross section of local high school students? ☒ 1. Yes ☐ 2. No
If no, what types of students have been recruited? _____

2. What recruitment strategies were used?

3. When were students recruited? Constant

4. What types of students actually entered the program? *(Indicate only if different from type of student recruited.)*
All types

B. Classes

1. Are students allowed to take classes at the local high school?
☒ 1. Yes ☐ 2. No

2. If yes, how many students are taking such classes? 13

2. Are students allowed to take classes at community colleges or other institutions? [X] 1. Yes [ ] 2. No If yes, how many students are taking such classes? 12

3. Are students allowed to take classes or courses at employer sites? [X] 1. Yes [ ] 2. No If yes, how many students are taking such classes? 2

C. Guidance

1. Is the guidance function shared by all professional staff members? [X] 1. Yes [ ] 2. No If no, how is the function handled?

2. Do staff members conduct student staffing sessions regularly to discuss the progress of each student? [X] 1. Yes [ ] 2. No If no, how do staff share information about students?

D. Accountability System

1. Does your project utilize a student accountability system with clearly defined expectations and consequences? [X] 1. Yes [ ] 2. No

2. If yes, does your accountability system work like that described on pages 77-91 of the Curriculum & Instruction handbook?
[X] 1. Yes [ ] 2. No
If no, please describe the differences.

E. School Year Action Zones

1. How many, if any, school year action zones for students are utilized by your project? If none, write "0." 2

2. If you have action zones, are they organized like those described on pages 81-84 of the NWREL EBCE Curriculum & Instruction handbook?
[X] 1. Yes [ ] 2. No
If no, please describe the differences.

F. Assessment Forms

Listed below are a number of EBCE forms or instruments sometimes used. Please indicate which forms are required, optional or not used. Also indicate if they are revised or different from those developed or used by NWREL.

	Required	Optional	Not used	Revised or different from the handbook
1. CTBS Reading & Arithmetic Subtests (C:27,54)*			x	
2. Basic Skills Prescription Pad (C:635)			x	
3. Self Directed Search (C:116,145,640-41)			x	
4. Student Attitude Questionnaire	x			
5. Semantic Differential		x		
6. Psychosocial Maturity Scale (Student Opinion Scale)			x	
7. Parent Opinion Survey			x	
8. Employer Opinion Survey		x		
9. Student Application Form (S:69-75)	x			
10. Staff Questionnaire		x		
11. End-of-Year Student Questionnaire				
12. Learning Site Analysis Form (C:72-75)	x			
13. Skill Development Record (S:108-109)			x	
14. Student Performance Review (by employers) (S:112-113)	x			

*This form is shown or discussed in the designated NWREL EBCE handbook on these pages. (C = Curriculum & Instruction; S = Student Services) Those not referenced will be found in the Program Evaluation handbook.

	Required	Optional	Not used	Revised or different from the handbook
15. Student Evaluation of Learning Site (S:110-111)		x		
16. EBCE Record of Student Performance (S:265-297)		x		
17. EBCE Student Experience Record (S:102-104)			x	
18. Weekly Time Reports (S:90-91)	x			
19. Student Profile Sheet (S:98-99)			x	
20. Accountability Write-Up Form (S:118-119)		x		
21. Learning Site Utilization Form (S:106-107)			x	
22. Maintenance Visit Record (S:130-131)				x
23. Zone Debriefing Form (S:116-117)			x	
24. Predesigned Projects (C:196)	x			

2. *Please list any additional forms or instruments your project uses and attach a copy of each to this checklist.*

APPENDIX G
(Continued)

V. FUNDING SOURCES

1. What is/are the current funding source(s) for your project (i.e. local district, state, federal)? If more than one funding source, list the approximate percentage of project funds provided by each source.

   local district ____ state ____ federal x

   other *(specify)* _____

2. What funding source(s) do you anticipate for next year? If more than one funding source, list the approximate percentage of project funds provided by each source.

   local district x state x federal x

   other *(please specify)* _____

   _____

VI PROGRAM FUTURE

1. Will your EBCE program continue next year? Yes x No ____ (25)
   If yes, go to question 2; if no, go to question 3.

2. a) If your EBCE program will be continuing next year, what changes in operations will occur? b) In what ways will these changes affect the number of staff or students, the scope of the program, etc.?

   Number of staff and students will not be changed

   We will take on more of our own knowledge development and evaluation.

   _____

   _____

3. If your EBCE program does not continue next year, what are the reasons for its termination?

   lack of funding x lack of district interest and support ____

   lack of community support ____ lack of student interest ____

   lack of staff interest ____

   other *(please list)* _____

   _____

4. If EBCE will terminate, will any components of it continue in some other form? Yes ____ No x If yes, please describe.

_____

_____

5. Do you feel that it would have been desirable for EBCE to have continued?

Yes x No ____

Why? The Indian student casualty rate is too high. If we can save one, we are whorthwhile.

6. What actions do you feel might have helped to keep EBCE from terminating?

Funds

_____

APPENDIX H

LEARNING MANAGER INTERVIEW RESULTS

1.a. What adaptations or modifications have been made to EBCE to make the WSCEP more appropriate for hard-to-reach Native Indian youth?

Development and use of a Culture and Heritage Project that all students will do. Has only been implemented recently (1). See attachment 1.

Career Development Skills Project. All students do this before going on to work sites (see question 6 for a description.) It has been successful.

Loose policy on attendance. Policy is set but not enforced. Consequences are a "heart-to-heart" chat. This occurs because "students have never had to do anything before "and must be talked into the idea that they have skills and abilities and should try to take responsibility for themselves.

Use of written contracts when students go on career explorations.

Notification of parents when students go for job site interviews.

Attempt to increase parent involvement by calling them when student is absent for one day.

Tribal Government Project has tuned out "O.K." We are attempting to get American Government credit for it.

1.b. Which modifications do you feel were particularly successful? Why?

The computerized Career Information System (CIS) (2). Kids like it and seem to profit from it. It is used as part of Career Development Project.

Seminars--pretty good attendance

Bread-making--10 attended and some hung around until late

Fish hatchery tour

1.c. Which modifications do you feel were not successful? Why?

Mini-courses on skills such as archery and chain-saw operation and maintenance were offered and no one signed up.

2.a. Are there certain areas where you feel you could be more effective if you had additional staff training? If yes, in which areas?

Project writing

Motivating students to complete projects

Classroom techniques, especially in teaching reading, writing and math (seemed to be connected to project writing also.)

2.b. Do you have any ideas on what format such training might take? What?

Training session with Andrea (2)

Observe a program such as Medford CE_2

3.a. How successful do you feel this project has been this year in involving employers and community resource people in student learning experiences outside of the classroom? b. Why? c. What could help to improve this involvement for next year?

Held employer luncheons in January and April. Seminars and luncheons were held with community people, citizens and leaders. These have increased awareness and acceptance of the program.

Having a community resource staff person has really improved relations with employers. Employers previously had had "negative experiences." They thought they were just supposed to provide work experience. Now they are beginning to understand they need to provide guidance and support, especially behavioral feedback on student's performance. This requires more time and effort.

4.a. What has the WSCEP done this year to involve parents in their son or daughter's education? b. In what ways do you feel it was successful? c. In what ways do you feel it was not successful? d. What suggestions do you have for improving this component for next year?

Parents are called when students have been absent (2).

Parents accompany students when they are first enrolled.

Parents are called when students have a problem they can help with (however, the parents often don't have any idea of how to stop reinforcing certain behaviors.)

We need more work with parents. Would be beneficial to bring them together. We could discuss problems and approaches.

May or may not be useful to have parents involved.

5.a. What factors and strategies appear to be effective in motivating hard to reach Indian youth to participate in career development projects like NSCEP? b. Why? c. What strategies have been found ineffective? Why?

No need to recruit. Kids who drop out of school are put into the program (2).

We need better use of allowance incentive, perhaps giving incentive for project completion instead of just class attendance.

Basic strategy is to discuss student's self-destructive behavior, sometimes being confrontive. Act stumulating and energetic. Show you care for them personally.

The money incentive works somewhat against the program since students "can't mix responsibility and fun." That is, students get their check, then disappear until it is spent.

6.a. What help, if any, did the students need in preparing to use the reservation and job sites for learning? b. How did the project help them?

A Career Development Skills Project is used for all students (2). It consists of a:

1. Forty-five item questionnaire--personal questions, interests, etc.
2. Kuder Preference test
3. Characteristics of 15 jobs on the reservation
4. Characteristics of 15 jobs according to the requirements
5. Jobs on/off the reservation
6. Realistic assessment of future availability
7. Research paper on careers versus jobs

It permits an assessment of the student's communication skills, feelings and areas of interest.

7. Regular school or program attendance seems to be a problem for many of the students in this program. What incentives, if any, have seemed to improve student attendance?

Money incentives; class work works "somewhat well" (2).

8. One of the objectives for this program has been to help students increase awareness of their unique skills and abilities. What has the staff done to help achieve this objective?

The following processes or instruments were used:

1. Talking/counseling students
2. Kuder Preference Test
3. Career Information System
4. Career Development Project

9.a. Are there other changes or areas of growth you have noted in the students? b. What changes?

Seniors and some others seem to have developed some confidence in their direction.

Improved attendance in kids who are dropouts

Seen enough attitudinal changes to reinforce staff member

10.a. What has the student-staff ratio averaged in this project this semester? b. Do you feel this was an effective ratio? c. What is the maximum number of students you feel a staff member could work with and still maintain an effective program?

The student-staff ratio has worked well this semester. It would not be good enough if student actual attendance increased substantially.

(One staff member views the ratio as 1:25-1:20. The other sees the ratio as including Art and Virginia and feels those extra persons are important and that the effective ratio with actual attendance is 1:4 and it could not be higher.)

11. Overall, what do you feel are the major strengths of WSCEP?

Flexibility in making a unique plan for each kid

Staff ability to relate to kids

"Buck stops here"--program is last chance

"Dose of reality" with a supportive atmosphere

Career sites--accountability, practical experience

Well qualified staff

Good division of labor/cooperation among staff

Cooperation of work sites--keep good relations even if a student doesn't work out there

12. What are the limitations you have noticed in WSCEP this year?

No consequences to students for their screwing up

No power to drop students from the program

13.a. Should the program continue next year?

Program should continue (-)

b. Why?

Program is needed

Program will be better organized next year

High school credit will be given with no question when better projects are written to coincide with high school curricula

c. What changes or new directions would you suggest for the program for next year?

More staff are needed since much personal involvement is needed.

The staff need to write positive letters to parents to support good work of a student.

We should have entry screening. The program should be an alternate. It is not for everybody.

Group sessions with students would be helpful--peer discussion. No plans for this yet.

14. Is there anything else you would like to say about the program or its operations?

On paper the program may not look so good, but the need is great. Talking with students seems to benefit them in helping them understand themselves and their self-destructive behavior. Some students have had good experiences. Those who have had bad experiences can be helped to learn from that.

The program is working pretty well.

APPENDIX H
(Continued)

ATTACHMENT 1

Culture and Heritage Project

Indian students are encouraged to use the Warm Springs Culture and Heritage Department as a resource.

Components of the project include:

1. Warm Springs Reservation history (Confederation of Wasco, Paiute and Warm Springs tribes)

2. Warm Springs traditions, e.g.

   Name-giving ceremony
   Marriage ceremony
   Root gathering (females only)
   Dances
   Fishing

3. Religion

   Attend Sunday Longhouse ceremonies at Warm Springs or Simnasho and answer questions

4. Languages (two). Learn vocabulary words. There are adult education enrichment classes teaching the languages.

5. Sacred Foods and Ceremonies

   Salmon Feast (August)
   Root Festival (April)
   Huckleberry Feast (August)

6. Legends

7. Crafts

APPENDIX I

TABULATION OF PARENT INTERVIEW RESPONSES

1. How did you first hear about the WSCEP?

From high school/program/principal (11)*

Counselor from out-reach program

From probation court as alternative to school

Friend

"newsletter"

2. Generally speaking, what do you think the program is trying to accomplish?

Job experience/training (3)

Exposure to career and and business (3)

Helping kids qualify for GED or diploma (2)

Helps get kids interested in going back to school (2)

Encourages kids to "look" at themselves

COMMENTS

"I really don't know anything about it."

"Not too sure."

3. Do you feel the program staff have kept you adequately informed about what your son or daughter is doing in the program?

Yes (4)

No (8)

COMMENTS

"Only by phone, when parent called."

"They just called when he wasn't making it to classes."

"I never heard a thing so far from anyone about what she's doing."

*Numbers behind each statement refers to the number of parents out of 15 who gave that response. If no number is indicated, the response was given by a single parent.

4. Do you have any questions about the program that you feel the project staff should explain better to parents? If yes, what?

Yes

No (3)

Need more contact via telephone/letters/meetings (3)

Will it continue in summer/next fall? (2)

How long after program does it take for job placement? (2)

COMMENTS

"Why aren't they getting together with parents to see where these kids are going?"

"How does this aid the students going job to job? Is it helping them find a career to go in to, or just placing them in jobs?"

5. Do you feel your son or daughter has learned anything important by being in the WSCEP? If yes, what?

Yes (5)

No

Helped direct students back towards finishing high school and a career (5)

Helped students learn more responsibility/respect (4)

Enjoyed learning about different tribal departments

Personal confidence

COMMENTS

"My kids don't talk much about it. My son said it was all right, but he quit."

APPENDIX I
(Continued)

Overall, what do you feel the major strengths are of the WSCEP program?

Offering career experience on different job sites (4)

Getting students back to school/motivation (4)

Gives students information on job expectation (2)

Offering school setting different than that of Madras

Teaching students to accept responsibility

What weaknesses, if any, have you seen in the program this year?

None (7)

Lack of communication/awareness (2)

Need more parental support

Need more guidelines from the program

It's too easy on the students to take it or leave it.

Finding more jobs for students

8. Do you feel the program should continue next year? Why?

Yes (10)

Don't know

Provides good job training (2)

Helps keep kids out of trouble

Gives kids better sense of themselves

9. (If yes to 8) What changes, if any, do you suggest for improving the program for next year?

Don't know/no comment (6)

More involvement from parents (2)

Need more communication between staff and parents

Expand job sites

Need more teachers

Need closer check on students with absentee problem or dropouts

Need better idea of what fields kids are interested in before placing them

Shouldn't be so easy to get back into program

Students should get credits--not money for their jobs

APPENDIX J

TABULATION OF EMPLOYER INTERVIEW RESPONSES

1. How did you first hear about the Warm Springs Career Education Program?

Contacted by program/interview	(8)*
Inter-department/management of my company	(4)
Student request for job site via staff member	
Tribal meeting	

2. Generally speaking, what do you think the program is trying to accomplish?

Give positive motivation to students who have dropped out of school	(7)
Offer exposure and information, i.e. Fire and Safety	(7)
Train kids in aspects of proper job environment	(3)

3. What involvement have you had in the program? (i.e. number of students worked with, activities etc?)

Worked with one to five students	(14)
Worked in clerical fields	(3)
Worked in legal research	(2)
Worked in fire department procedures	
Worked in general job expectations and procedures	
Worked with project engineer	

*Numbers behind each statement refer to the number of employers out of 14 who gave that response. If no number is indicated the response was given by a single employer.

4. Do you feel the program staff have given you an adequate description of the program?

Yes (7)

No (5)

5. Have they given you an adequate understanding of what role they would like you to play in the program?

Yes (9)

No (3)

Some (2)

Comments

"No, I think they may have been unsure."

6. Has there been adequate contact with the staff to explain and coordinate your activities with the students?

Yes (7)

No (8)

Comments

"No, but my employer did."

"It really wasn't necessary for staff to provide visits."

"Not really, need more communication."

"Need more followup and more job-site contact."

7.

a. Have you had any WSCEP students at your site this year?

Yes (14)

No

b. If yes, how many?

1) (6)

2) (1)

3) (4)

4) (2)

5) (1)

c. What types of things did they do?

1) Clerical (4)

2) Teachers aid (2)

3) Farm hand

4) Physical education aid

5) Maintenance

6) Engineer trainee

d. How interested did they seem to be in learning new things?

1) Very interested (7)

2) Somewhat interested (5)

3) Very little interest (4)

e. Do you feel they learned anything important by being at your site?

Yes (5)

No (2)

f. What?

Job expectations (7)

Confidence/positive attitude (3)

8. Overall, what do you feel the major strengths are of the WSCEP program?

Career experience/public exposure (7)

Offers positive alternative approach to school dropouts (6)

Offers continuity (2)

9. What weaknesses, if any, have you seen in the program this year?

Lack of communication/followup (5)

More stress on attendance (3)

Need better/more guidelines (2)

Not enough student-employer control (2)

Not enough time to prepare student

Needs more supervision on the job sites

10. Do you feel the program should continue next year?

Yes (14)

No

Why?

Give students advantage of experiencing different careers (3)

The program needs more time to develop (3)

Very valuable to students who can't make it at Madras High School (3)

11. What changes, if any, do you suggest for improving the program for next year?

More WSCEP/employer contact/followup (4)

More responsibility put on kids (4)

Longer job site experience (2)

Work to gain more positive attitude/Tribal support toward students

Need a student evaluation of employer

More employer orientation regarding roles of responsibility

Need more students

Get kids more involved

LISTED BELOW ARE THE EMPLOYERS' ACTUAL RESPONSES TO THE QUESTION OF WHETHER THE WARM SPRINGS CAREER EDUCATION PROGRAM SHOULD BE CONTINUED NEXT YEAR

I think it would be given one or possibly two more years. I don't think a really true picture can be drawn from one year of operation. Any program should be given at least three years to show any kind of trend.

If they're getting the results they expected, then yes.

I think it's good; it should continue. It keeps some kids in school. I'm not sure how much it gives them of a real life job, because they don't have the responsibilities of a real job. But it does give them a rough picture.

Yes. You always have a group of kids that don't fit the traditional mold of public school. This program is one that can reach these kids.

Very much so. Students need this program. Here in Warm Springs is where it should be for students who can't make it in Madras.

Program needs to define roles of program. This is the first time. The program needs more time for development.

Yes, it's important for students to have career experiences.

Yes, but more orientation needs to take place. More organization needs to develop among the staff members and with communication with Tribal departments for better working relations.

Yes, for the students

Yes, it's good experience for the students to be able to have the advantage of experiencing different careers. It's good to have an educational alternative for some of the students who don't and can't function in the local school system (Madras). The local system is geared for the white competitive students and the remaining are treated not as important. This is unfair. Therefore, this type of program is able to help the students with their educational needs since the local system can't. It should continue at the Tribal level.

Yes, if they send me somebody who wants to work here. It gives students the opportunity to get acquainted with jobs they really want to do.

I feel so--it's a good program.

It's only been operating viably for six months without massive problems. It will probably take a year or so to prove itself.

Definitely. I'm looking forward to trying to get a student for my classroom. There should be a concerted effort to build a program in the school--in library science, clerical or aiding. They have to be responsible kids, though. The program is a good idea, especially for those who haven't had responsible work experiences. Developing a working relationship with a staff is important and there are many subtle things that can be picked up in a work environment.

In answer to the question of whether the program should continue next year, "I wouldn't have said yes two months ago, but now I feel it should be given at least another year. They've proven that something's possible."